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ABSTRACT

In fiscal 1978 the State of Washington contracted for $827,505 in Johnson O'Malley (JOM) funds to provide for the education of 5,179 Indian students. The statewide objectives of the JOM program were to increase Indian students' proficiency in reading and mathematics skills, improve Indian students' rate of high school graduation, and improve Indian involvement in education. The annual report includes a historical summary of JOM; an overview of 1978 JOM operations in Washington; financial data (Indian education administrative costs, local school district budget priorities by program areas from 1974 to 1978, JOM funds distribution by school district and region, 1978 revenues of JOM-funded school districts); and statistical data for Indian students (enrollment summaries, statistical and testing data, mathematics and reading achievement grades, and dropout statistics). Descriptions of individual school district programs include student statistics, objectives, and evaluations. Also noted are the Elementary and Secondary Education Act Title I, the Urban, Rural, Racial Disadvantaged, and the Title IV Part A programs and the unmet Indian education needs. A JOM Directory for the state is included. (SB)

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1978 Annual Report

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Washington State

Johnson O'Malley

Education Programs For Indian Children

ED170086
RC011300

Dr. Frank B. Brouillet
Superintendent of
Public Instruction
Olympia, Wash.

WASHINGTON STATE

JOHNSON-O'MALLEY INDIAN EDUCATION

1977-78 ANNUAL REPORT

FRANK B. BROUILLET
Superintendent of Public Instruction

MONA BAILEY
Assistant Superintendent
Division of Special Programs

EMMETT S. OLIVER
Supervisor of Indian Education

HAROLD L. PATTERSON
Associate Supervisor of Indian Education

Cover design by Marvin Oliver

RC 011 300

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Historical Summary of the Johnson-O'Malley Program

The initial relationship of the American Indian to the federal government was that of Nation to Nation.

Recognition of this unique status was historically documented through ensuing formal agreements (or treaties) between various Indian nations and the federal government.

The federal government, in response to specifically documented treaties or through assumed moral responsibility, began in the early part of the 19th century to make provisions for Indian education, using established sectarian schools or, in some cases, federally operated institutions.

Such federal and religiously oriented educational efforts pre-date statehood in most states, with American Indians generally being considered subjects of the United States, residing on unorganized territory.

In 1871, Congress discontinued the policy of entering into treaty agreements with Indian tribes. For the next half century, the federal government continued to assume the major responsibility for Indian education through the actual operation of "government schools" or by paying the equivalent of non-resident tuition to public school districts enrolling Indian children.

This early effort was implemented by legislative authority contained in the Bureau of Indian Affairs Appropriation Act of February 14, 1920.

Regulations adopted in that Act were nominally in effect as Part 33, Title 25 --Indians, Code of Federal Regulations (CFR) until the passage of P.L. 93-638, the Indian Self-Determination and Educational Assistance Act, which became law on January 4, 1975.

By and large, the educational endeavor of the Bureau of Indian Affairs (BIA) during this period focused primarily on Indian reservations which were surrounded by land in public domain or territorial status.

The transfer of responsibility for Indian education from the federal government to individual states is a direct result of two basic factors: (1) all lands within the continental United States were by this time organized into states, each with a constitution or enabling legislation providing educational opportunities for all state citizens; and (2) the Citizenship Act of 1924 granted American citizenship to all Indians residing within the continental United States.

Therefore, legally (by virtue of American citizenship and Indian rights under the 14th Amendment of the U. S. Constitution) the responsibility for American Indian education is shared by each state and the local school districts within.

But financial problems remained, stemming from the tax-exempt status of Indian-owned lands held in federal trust. Treaties or agreements exempting Indian-owned lands from taxation curtail the tax base of those school districts which contain large tracts of such lands. Particularly affected are school districts that historically finance local education largely through real property taxes.

Although the legal responsibility of equality in American education (regardless of race, color or creed) rests within each state, the federal government recognized its responsibility for assisting states under certain circumstances.

The Johnson-O'Malley Act (JOM) of April 16, 1934 (48 Stat. 596), as amended by the Act of June 4, 1936 (49 Stat. 1458), and by P.L. 93-638, provided the legal authority--among other benefits--for financially assisting states in their responsibility for educating Indians who are one-fourth degree of Indian blood and members of Indian tribes recognized by the Secretary of Interior as eligible for BIA services.

Before 1958, the Johnson-O'Malley program was a BASIC federal aid program specifically designed to help public schools educate Indian children from reservations and other Indian-owned, tax exempt land.

On August 12, 1958, Public Law 81-874 (administered through the Department of Health, Education and Welfare) providing financial assistance to public schools, was amended to include assistance for educating Indian children.

This broader-based federal aid program met most of the basic financial needs of eligible school districts impacted by non-taxed Indian lands.

Subsequently, the JOM program became a SUPPLEMENTAL aid program geared to offset the financial deficit of unmet extraordinary and exceptional cases of need.

Johnson-O'Malley funds are made available to states based on separate plans negotiated between the BIA and the respective states or tribal corporations for the express purpose of supplementing federal assistance for education of Indian children in public schools. These funds, in turn, are administered by the states or tribal corporations to supplement local educational programs.

The policy of the Bureau of Indian Affairs between 1958 and 1975 was to distribute JOM funds on a needs basis. Each contracting agency received an amount of JOM funds annually, distributed on the basis of criteria including the size of the Indian population being served, financial hardship to school district caused by tax-exempt Indian lands, the degree of educational deprivation of Indian students, and economic deprivation of Indian families.

The regulations developed in 1975 to implement P.L. 93-638 introduced a new concept for the delivery of services to Indian children through JOM funds.

- o The program is community based with decisions made by the Indian community through its Indian Education Committee.

- o The allocation of funds to states and other service areas is based on the number of children to be served through a weighted per capita distribution formula. Need is not a criterion for the allocation of funds to contracting entities.

California was the first state to enter into a JOM contract, in fiscal year 1935. In the same year, the State of Washington also contracted for and received $24,458 in JOM funds. Washington has administered JOM funds every year since 1935. The contract for fiscal year 1977 was in the amount of $1,108,276.00.

The Bureau presently contracts for services with Indian tribes, tribal corporations, individual school districts and state departments of education in 23 states.

The first two tribal contracts were finalized in 1970. Since the passage of the Indian Self-Determination and Educational Assistance Act (P.L. 93-638), many tribal groups are considering the possibility of contracting for JOM services.

Since the regulations give priority to reservation-based Indian students, not all Indian students attending public schools are affected by the Johnson-O'Malley Act. However, where Indian parents and school districts identify special needs of non-reservation Indian students, they may apply for funds under P.L. 92-318, Part IV-A.

As of 1977, over two-thirds of the students enrolled in Indian tribes (as identified by the Bureau of Indian Affairs) attend public schools. One-fifth of them attend federal schools. The remainder are in tribal, mission and other private schools. Although only a small number of Indian children are now enrolled in schools operated by tribal corporations, this number will increase as Indian tribes develop educational programs for their people.

Overview of Johnson-O'Malley Operations in Washington During 1978

Eligibility:

The Washington State Plan for the education of Indian children under the Johnson O'Malley Act sets forth criteria for eligibility in compliance with P.L. 93-638 as follows:

A. Eligible Agencies

Eligible agencies are local school districts, Indian parent organizations and Indian tribes.

B. Eligible Students

Section 273.12 of P.L. 93-638 provides the criteria for student eligibility.

> "Indian students, from age 3 years through grade(s) 12, except those who are enrolled in Bureau or sectarian operated schools, shall be eligible for benefits provided by a contract pursuant to this Part if they are ¼ or more degree Indian blood and recognized by the Secretary as being eligible for Bureau services. Priority shall be given to contracts (a) which would serve Indian students on or near reservations and (b) where a majority of such Indian students will be members of the tribe(s) of such reservations (as defined in Section 273.2 (o))."

It should be understood that although educational agencies and parent committees assist in the identification of eligible students, the full responsibility for determining eligibility rests with the Bureau of Indian Affairs.

Most of the school districts in Washington State that are eligible to receive JOM grants are located in rural or semi-rural areas. Several can be categorized as remote and necessary. Their financial base does not usually allow for expenditures in excess of what is needed to carry out a basic educational program. Therefore, if the needs of Indian pupils are to be met adequately, special programs must be undertaken which require supplemental funding from sources beyond the ordinary resources of the school district.

Priority in Funding

The federal law (quoted above) specifies that contracts (a) which would serve Indian students on or near reservations and (b) where a majority of

such Indian students will be members of the tribe(s) of such reservation shall receive priority. It is the policy of the Superintendent of Public Instruction to give primary consideration to such contracts.

In addition to the federal priorities, the Superintendent of Public Instruction uses the following criteria in considering proposals from Local Educational Agencies requesting JOM funds:

1. Documented needs of eligible Indian children
2. Financial capability of the school district
3. Geographic isolation of schools and students
4. Percent of eligible Indians in the total school population
5. Size of the school district
6. Availability and use of other categorical funds
7. Evidence that proposed activities are addressed to identified student needs; see 273.18 (g) (4)
8. Evidence of effective cooperation between the school district and the parent education committee in program development, implementation, ongoing program reporting and evaluation.
9. Total number of eligible students
10. Willingness of the school district to comply with reporting requirements for JOM programs; specifically, reports M-357 and F-168.

Purpose

Since the Johnson-O'Malley Act authorizes funds to be expended for the express benefit of Indian children, the thrust of the State JOM program has been directed toward meeting the special needs of these children. Program priorities are established at the local school level in a cooperative effort between school officials and Indian parents. In the program development and implementation process, it is emphasized that the Indian parent committee must exercise decision-making powers. These powers do not preempt the legal authority of the school district and its officers, but serve to guarantee effective Indian input for the JOM program.

Local projects generally are directed toward, but are not necessarily limited to, the following State JOM program goals:

ONE -- To identify, develop or adapt, and make available educational opportunities, activities, materials and services that help Indian children develop language proficiency, cultural and ethnic awareness, career option awareness, occupational and recreational skills and competence in basic academic areas.

TWO -- To provide educational opportunities, activities, materials and services that conform to each child's individual language, tribal, cultural and ethnic awareness.

THREE -- To provide educational opportunities, activities, materials and services that meet economic and social needs; that make possible an increase in each child's successful experiences and a decrease in his failures; and that assist each child to develop and measure the success of an individual learning style that is self-initiated.

FOUR -- To train local Indian parent education committees for involvement--in tangible, productive ways--in the planning, implementation, and evaluation of opportunities, activities, materials and services provided for Indian children.

FIVE -- To provide opportunities, activities, materials and services that increase the pertinent skills and awareness of those who have impact upon Indian children, such as school administrators, teachers, counselors, home visitors, clerical and instructional aides, volunteers, district support staff and other agency or institution personnel.

SIX -- To provide project monitoring, educational accomplishment auditing and Indian program evaluation that will ensure fiscal and program accountability at federal, state and district levels; and that will be based upon precise, continuous measurement of institutional and learner objectives.

SEVEN -- To provide opportunities, activities, information or services that will disseminate project materials relating to educational practices proven effective for Indian children; and that will promote the spread from one school district to another of such proven practices.

Applications and Reports

The format of the JOM application contains the following information:

The top of the cover page contains space for school district identification, amount requested, amount approved, and signatures of the school district superintendent, the JOM parent education committee chairperson, and the State Supervisor of Indian Education.

Part I requests JOM committee names, JOM program staff names and sources of other funds used in the program, if any.

Part II is an estimate of Indian and non-Indian enrollment for the program application year.

Part III is on the inside of a four-page foldout containing seven parallel columns, as follows:

A. Indian Community Goals
B. Educational Goals
C. Educational Needs
D. Objectives
E. Project Component (Activities)
F. Component Cost (Budget)
G. Evaluation Procedures

Components of the JOM program can be developed in the above sequence, showing separate information for each component.

In this format, each local program component or activity can be prioritized, budgeted and evaluated separately.

Report M-357 requests information on Indian involvement in education, JOM project effectiveness and ongoing plans. It is so organized that it can be prepared in early spring prior to the preparation of the following year's proposal. Data gathered from the 37 JOM programs on this form is summarized in the individual project description and on the chart displayed on page 32 of this report.

Johnson-O'Malley report F-168 is an adaption of the Bureau of Indian Affaris enrollment report form with some additions. It provides reporting space for all elligible students by age and grade, transfers in as wells as out, number of dropouts, number of counseling sessions, and Indian and non-Indian achievement grade placement in reading and math. The request for average daily attendance was changed to percent of attendance for Indians and non-Indians. This gives a better basis for comparisons of yearly totals, ethnic groupings and district to district. The front-page summary of form F-168 for the 37 JOM programs is shown on page 25 of this report.

The back of form F-168 provides for the reporting of formal evaluation results in each district. The form is keyed to the objectives and evaluation criteria stated in the original application. Copies of individual participating district reports were sent to the Portland Area Office of the Bureau of Indian Affairs.

The evaluation reports also appear with the individual project descriptions beginning on page 39 of this document.

Reporting Procedures

Reports from JOM programs to the state office have been simplified, consolidated and listed on a program calendar. Through the response and cooperation of all concerned, the result of this action is that all the program information contained in this report is derived from three documents previously described from each school district; the program application (form E-376), the program review form (M-357) and the final evaluation report (form F-168). Only one other program document is required from all JOM schools, the aid orientation report, making a total of four program reports each year. Fiscal reports and claims are submitted quarterly.

Committee Organizations and Operations

1978 was a year of much local committee activity. In some areas, Parent Education committees and local school administrators have developed very efficient ways of working together. In a few districts there has been some conflict as committees have sought to increase their influence in school programs. This conflict does not necessarily involve questions of "right" or "wrong." It does focus upon the need for committee members and school people to learn how to cooperate for the betterment of Indian students. A passive "rubber stamp" committee does not get the job done. Likewise, school administration does not do justice to the Indian Education program by abandoning the committee with the program to "do their own thing."

On the regional level, two of the six JOM Parent Education committee consortia have been organized and funded to provide inservice training and technical assistance to their regional programs (see pages 21 and 22 for consortia membership). Region IV is going through a difficult period due to local disagreements on policies and procedures. As a result, the Supervisor of Indian Education temporarily suspended operation of the consortium office as a means of providing an opportunity for the regional board to reorganize themselves and restructure their administrative processes. Region V operated normally, providing useful services to all regional programs; however, there have been some expressions of dissatisfaction with the functions of the executive committee in Region V which, hopefully, can be resolved through constitutional amendments. Both Regions IV and V are being audited by the Office of the Superintendent of Public Instruction in order to obtain information that will contribute to positive decisions regarding future operations.

Regions I and VI continue to have difficulties with holding meetings. This is apparently caused by the large distances between the committee locations and the geographical isolation this creates. This situation has been partially relieved in Region IV by the formation of a three-district administrative cooperative.

A goal for the coming year is to explore ways of strengthening the remote regional organizations. (The listings on pages 21 and 22 list the local programs by their regions.)

The statewide JOM committee is a legally constituted organization known unofficially as "The Big Twelve." Its official title is the Washington Indian Action Committee for Education.

The Big Twelve met five times during the 1977-78 school year. A major task accomplished by the committee was to completely revise the Washington JOM plan for education in order that it will conform to the requirements of Public Law 93-638.

Overall Objectives

The 1978 statewide program objectives are written as a summary expression of the JOM proposals submitted to the state office by the local parent committees and school districts. Therefore, the following objectives are not institutional objectives of a state office but are the program objectives of local people.

1. Increase Proficiency in Reading

   The Indian students enrolled in those school districts which participate in the Washington State Johnson-O'Malley Indian Education Program will, at the end of the 1978 program year, show an average improvement in reading scores as measured by standardized tests administered in said programs in 1977 and 1978 and as compared to the performance of non-Indian classmates.

   Results:

   a. Comparison of average Indian achievement grade equivalents in 1977 and 1978:

      In 1978, Indian students achieved an average of .22 of one grade level higher than in 1977.

   b. Comparison of average Indian achievement grade equivalents with those of non-Indians in 1977 and 1978:

      In 1978, the average grade equivalent of Indians was .9 of one grade level below the average for non-Indians. In 1977, the average grade equivalent of Indians was .78 below that for non-Indians.

      This represents a decline in Indian reading averages of .12 of one grade level as compared to those of non-Indians in 1978.

   In summary, the reading objective was met in terms of net gain for Indians from 1977 to 1978. It was not met in terms of decreasing the difference between Indians and non-Indians in 1978 as compared to 1977.

2. Increase Proficiency in Mathematics Skills

   The Indian students enrolled in those school districts which participate in the Washington State Johnson-O'Malley program will, at the end of the 1978 program year, show an average improvement in mathematic skills as measured by standardized tests administered in said programs in 1977 and 1978 and as compared with non-Indian classmates.

Results:

a. Comparison of Indian scores in 1977 and 1978

(1) Elementary level, grades 1-8

In 1978, the average of the math achievement scores of Indians was .06 of one grade level higher than in 1977.

(2) High school level, grades 9-12

In 1978, the average of the math achievement scores of Indians was .75 higher than in 1977.

b. Comparison of Indian achievement scores and those of non-Indian classmates

(1) Elementary level, grades 1-8

In 1977, Indian students on the average scored .34 of one grade level below non-Indians.

In 1978, Indian students on the average scored .58 of of one grade level below non-Indians.

This represents a loss of .24 of one grade level by Indians as compared to non-Indians.

(2) High school level, grades 9-12

In 1977, the Indian students scored .95 of one grade level below non-Indians.

In 1978, Indian students scored .72 of one grade level below non-Indians.

This represents a gain of .23 of one grade level in the achievement of Indian students as compared to non-Indian students.

3. Improve the Indian student rate of graduation from high school

a. Increase the rate of graduation of high school seniors as compared to the previous year.

Results:

Entered Senior Class	Graduated	Percent
1974: 257	203	78%
1975: 309	221	71%
1976: 325	241	74%
1977: 321	220	69%
1978: 228	159	70%

There was 1% increase in the rate of graduation of Indian seniors in 1978 over 1977.

b. Increase the average attendance rate of all Indian high school students enrolled in JOM Indian Education programs as measured by comparison between 1977 and 1978 statistics.

Results:

Year	Average Percent of Attendance
1974	85%
1975	87%
1976	88%
1977	89%
1978	86%

This was a 3% decrease in average attendance of Indian high school students in 1978 as compared to 1977.

c. Decrease the rate of high school students who leave school prior to graduation in 1978 as measured by a comparison of 1977 and 1978 statistics.

Results:

Year	Number of Indian High School Students at Beginning of Year	Number of Indian Dropouts From High School	Percent
1974	1,503	172	11.4%
1975	1,697	173	10.1%
1976	1,816	264	14.5%
1977	1,541	236	15.3%
1978	1,422	236	16.5%

This objective was not satisfied in that the dropout rate increased from 1977 to 1978 by 1.2%

d. Increase the average number of counseling sessions provided to Indian students in participating Johnson-O'Malley districts as measured by a comparison of 1974, 1975, 1976, and 1977 statistics.

Results:

Average numbers of counseling sessions per JOM pupil:

1974	1975	1976	1977	1978
4	5	5.6	7.7	7.9

4. Increase Indian involvement in all aspects of public education.

a. Increase the percent of Indian school board members in school districts with Johnson-O'Malley programs.

Results:

Year	Total Number of Board Members in JOM District	Number of Indian School Board Members Reported	Percent of Indian Board Members
1974	200	25	12%
1975	208	26	12%
1976	221	26	12%
1977	200	30	14%
1978	186	25	13%

b. Increase the percent of Indian persons employed in school districts with Johnson-O'Malley programs.

Results:

Year	Total Number of Employees in JOM District	Number of Indian Employees Reported	Percent of Indian Employees
1974	5,732	318	5.5%
1975	7,108	329	4.6%
1976	7,106	316	4.4%
1977	6,690	292	4.4%
1978	6,836	255	3.7%

c. Increase the total number of certificated Indian personnel in school districts with Johnson-O'Malley programs.

Results:

Year	Number of Indian Certificated Personnel Reported
1974	38
1975	47
1976	51
1977	59
1978	60

d. Increase the percent of Indian participants in extra-curricular student activities in Johnson-O'Malley school districts.

Results:

Year	Total Number of Indian Students	Number of Indian Students Participating in Extra-curricular Student Activities	Percent of Total
1974	5,732	2,775	48%
1975	6,394	3,462	54%
1976	6,598	3,910	59%
1977	5,606	3,441	61%
1978	5,179	3,027	58%

5. Promote and support cultural and ethnic awareness activities and/or classes in school districts where substantial numbers of Indians are enrolled. Such activities are to be led by persons who are qualified and knowledgeable of the Indian culture.

Results:

In 1974, 50% of the JOM districts provided Indian culture activities.

In 1975, 58% of the JOM districts provided Indian culture activities.

In 1976, 63% of the JOM districts provided Indian culture activities.

In 1977, 55% of the JOM districts provided Indian culture activities.

In 1978, 54% of the JOM districts provided Indian culture activities.

WASHINGTON JOHNSON-O'MALLEY CONTRACTS

Fiscal Year	Contract Amount	Number of Students
1935	$ 24,458	---
1936	100,963	1,912
1937	100,963	1,765
1938	100,000	1,987
1939	100,000	1,931
1940	90,000	1,909
1941	90,000	1,956
1942	90,000	2,072
1943	90,000	1,985
1944	90,000	1,923
1945	90,000	2,056
1946	90,000	2,116
1947	90,000	2,211
1948	90,000	2,391
1949	90,000	2,402
1950	120,700	2,589
1951	154,500	2,571
1952	154,334	2,597
1953	154,166	2,419
1954	161,166	2,544
1955	169,980	2,737
1956	174,000	2,806
1957	181,000	2,836
1958	200,400	2,924
1959	69,534	2,094
1960	48,420	1,293
1961	39,320	997
1962	42,900	1,132
1963	52,000	1,013
1964	65,000	2,334
1965	72,000	2,639
1966	81,000	2,925
1967	103,480	3,020
1968	150,025	3,763
1969	214,599	3,957
1970	560,000	4,823
1971	790,000	4,297
1972	902,000	5,273
1973	1,066,000	5,952
1974	975,000	5,732
1975	999,000	6,394
1976	1,217,840	6,598
1977	1,108,268	5,606
1978	827,505	5,179

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Financial Report
Johnson-O'Malley Funds
State of Washington

July 1, 1977 to June 30, 1978

FUNDS AVAILABLE

Unallotted Funds as of 6/30/77:	$151,756.33	
JOM Contract, Fiscal Year 1978:	827,505.00	
Unclaimed Fiscal Year 1977 Grant Funds, as of the closing of 1977 accounts:	98,998.93	
TOTAL FUNDS AVAILABLE:		$1,078,260.26

EXPENDITURES AND OBLIGATIONS

State Administration

Salaries and Benefits:		
1. Salaries	$ 56,718.53	
2. Benefits	5,825.52	
Subtotal:	$ 62,544.05	
Services to Programs and Field:		
1. State JOM Committee Expenses	$ 3,480.57	
2. Inservice Training	9,499.81	
Subtotal:	$ 12,980.38	
Operation of State JOM Office:	$ 14,823.96	
Travel:	$ 7,613.17	
Total Administrative Expenditures:		$97,961.56

Programs

1. Parental Costs:	$ 15,722.00
2. Guidance and Counseling:	153,004.00
3. Attendance and Home Visitors:	33,332.00
4. Remedial Education, Tutoring:	245,175.00
5. Expansion of Curriculum Offerings:	95,562.00
6. Early Childhood Education:	37,299.00

Programs (continued)

7.	Teacher Aides:	$168,691.00	
8.	Inservice Education:	54,211.00	
9.	Summer Program:	37,625.00	
10.	Program Supervision:	40,906.00	
11.	Local Committee Expenses:	16,809.00	
Total Program Expenditures:			$898,336.00
TOTAL EXPENDITURES AND ENCUMBRANCES:			$ 996,297.56
Balance as of 6/30/78:			$ 81,962.70
AMOUNT NEEDED FOR PERIOD 7/1/78 to 9/30/78:			
Administration		$ 25,746.75	
Programs		$ 67,756.00	
Total for 1978 Transitional Quarter:			$ (93,502.75)
Deficit for 1978 Transitional Quarter: (To be funded from other sources)			$ (11,540.05)

Report on the Use of State Funds and Johnson-O'Malley Funds
In the Administration of Indian Education
Through the Office of the Superintendent of Public Instruction

Fiscal Year 1978

Object	State Funds Expended	JOM Funds Expended	Total
Salaries	$ 6,302.06	$56,718.53	$ 63,020.59
Services to field	2,260.83	12,980.38	15,241.21
Office expenses	8,970.00	14,823.96	23,793.96
Travel	2,887.26	7,613.17	10,500.43
Employee benefits	647.20	5,825.52	6,472.72
TOTALS	$21,067.35 (17.7%)	$97,961.56 (82.3%)	$119,028.91 (100%)

During 1978, approximately 10% of the Indian Education effort of the Superintendent of Public Instruction staff was oriented toward non-Johnson-O'Malley activities.

In addition to State funds expended, the Office of the Superintendent of Public Instruction provided the following in-kind services to Indian Education without charge to the JOM program:

1. Fiscal Services

   a. Fiscal control of JOM programs. The fiscal office processes each claim for reimbursement and matches reimbursements to the program budget categories.

   b. Fiscal control of program contacts. Disbursements are made by the fiscal office to contractors according to terms of contracts.

   c. Fiscal control of administrative budget. A computer printout of administrative obligations and expenditures which indicates the available balance in each catetory is provided to the Supervisor of Indian Education each month.

   d. Audits. The finance section will conduct formal or informal financial audits of JOM programs upon request of the State Supervisor of Indian Education.

2. Professional Services

   a. Consultation/technical assistance. Upon request, the Superintendent of Public Instruction's professional staff will provide special consultation to JOM programs and parent committees in the areas of curriculum, instruction and community relations.

   b. Evaluation. The program evaluation section of the Superintendent of Public Instruction will evaluate and/or conduct a program audit on a JOM program upon request of the Supervisor of Indian Education.

   c. Legal services. The Superintendent of Public Instruction's legal staff will provide opinions and advice to those connected with JOM programs, including parent advisory committees.

   d. Liaison. The Superintendent of Public Instruction and his staff will assist in communication and administration problems arising between the Indian community and school districts.

3. Communications

   Announcements and information regarding any aspect of Indian Education are printed in the official publication of the Superintendent of Public Instruction at no cost to the JOM program.

4. Utilities and Office Space

   Heat, lights and office space are provided to the State JOM staff without charge to the program.

The cost of the aforementioned in-kind services was $27,429.24 based on the approved federal indirect cost rate assigned to this agency (28%).

Annual Summaries of Local School District Budget Priorities in Major Program Areas

Program Emphasis	Fiscal Year 1974 Amount	Percent	Fiscal Year 1975 Amount	Percent	Fiscal Year 1976 Amount	Percent	Fiscal Year 1977 Amount	Percent	Fiscal Year 1978 Amount	Percent
Academic Achievement	$323,951	36%	$377,365	40%	$ 452,752	38%	$ 410,788	40%	$413,866	46%
Cultural and Vocational Awareness	107,335	12%	81,924	9%	109,943	9%	95,380	9%	95,562	11%
Indian Involvement in Education (teachers, aides, parent committees, counselors, students)	77,238	8½%	58,122	6%	99,580	8%	65,298	6%	57,715	6%
Early Childhood Education	59,455	6½%	38,308	4%	51,558	4%	45,681	4%	37,299	4%
Inservice and Continuing Education	7,930	1%	11,188	1%	22,792	1%	57,663	6%	54,211	6%
Counseling, Attendance Services	219,170	25%	268,931	28%	267,863	23%	170,945	17%	186,336	21%
Supplementary Student Support	22,854	2½%	27,127	3%	24,731	2%	20,426	2%	15,722	2%
Summer School	75,564	8½%	83,025	9%	135,088	11%	163,736	16%	37,625	4%
TOTALS	$893,497	100%	$945,990	100%	$1,163,947	100%	$1,029,917	100%	$898,336	100%

Report on the Distribution of Johnson-O'Malley Program Funds by School Districts and by Regions

Applicant Agency	Number of Indian Pupils Reported by District	1978 Grant Award	Per Pupil Allocation
Region I			
North Beach School District	94	$ 26,189	$279
Port Angeles School District	128	29,239	219
Quillayute Valley School District	150	28,260	188
Quinault School District	27	11,463	425
Sequim School District	55	10,835	197
Taholah School District	201	31,034	154
Quinault Indian Nation	(Included Above)	7,017	---
Sub-Totals	655	$142,843	$218
Region II			
Fife School District	73	$ 12,052	$165
Hood Canal School District	66	14,415	218
North Kitsap School District	150	19,283	129
North Thurston School District	112	8,182	73
Oakville School District	77	24,443	253
Puyallup School District	175	19,509	140
Shelton School District	140	24,511	175
Yelm School District	81	16,960	209
Chehalis Tribal Head Start	15	5,070	338
Wa he lute Indian School	53	5,018	95
Sub-Totals	942	$149,443	$159
Region III			
Bellingham School District	250	$ 30,429	$122
LaConner School District	98	33,097	338
Marysville School District	302	45,786	152
Mount Baker School District	43	10,276	239
Nooksack Valley School District	75	10,693	143
Sub-Totals	768	$130,281	$170

Applicant Agency	Number of Indian Pupils Reported by District	1978 Grant Award	Per Pupil Allocation
Region IV			
Goldendale School District	75	$ 13,686	$182
Granger School District	99	24,806	251
Klickitat-Glenwood School District	27	12,009	445
Mount Adams School District	477	51,864	109
Toppenish School District	339	26.550	78
Wapato School District	680	54,339	80
Region IV Consortium	(Included Above)	44,269	---
Sub-Totals	1,697	$227,523	$134
Region V			
Brewster School District	45	$ 7,781	$173
Grand Coulee School District	166	22,348	135
Inchelium School District	138	33,935	246
Keller School District	35	9,114	260
Nespelem School District	169	28,392	168
Okanogan School District	51	7,080	139
Omak School District	179	29,829	169
Region V Consortium	(Included Above)	24,085	---
Colville Confederated Tribes	(Included Above)	900	---
Sub-Totals	783	$163,464	$209
Region VI			
Columbia School District	37	$ 22,166	$599
Cusick School District	46	14,893	324
Mary Walker School District	36	15,120	420
Wellpinit School District	215	32,603	152
Sub-Totals	334	$ 84,782	$254
TOTALS	5,179	$898,336	$173
Eastern Washington	$2,814	$475,769	$169
Western Washington	$2,365	$422,267	$179

REVENUES--Johnson-O'Malley Funded School Districts--Fiscal Year 1978

District	Total Enrol.	Indian Enrol.	% of Indian Enrol.	Assessed Valuation	Assessed Valuation Per Pupil	Local Tax Revenues	Local Tax Revenues Per Pupil	County & State Revenues	County & State Revenues Per Pupil	Federal Revenues	Federal Revenues Per Pupil	Total Revenue All Sources	Total Revenue All Sources Per Pupil	P.L. 874 Entitlement	Title I Entitlement	Title IV-A Grant	JOM Grant
Bellingham	8,416	250	2.9	$878,879,930	$104,432	$4,104,224	$488	$ 9,541,068	$1,133	$851,542	$ 106	$15,641,396	$1,858	[illegible]	$185,258	$29,360	$30,429
Brewster	568	45	7.9	40,716,974	71,685	132,822	234	491,348	865	128,053	225	792,497	1,395	41,[illegible]	29,140	4,674	7,080
Columbia	209	37	17.7	9,176,286	43,906	18,691	89	245,982	1,177	133,497	639	421,924	2,019	68,622	15,506	-0-	22,166
Cusick	373	46	12.3	20,636,325	55,325	17,967	48	350,443	939	138,509	371	586,260	1,572	30,243	30,352	6,352	14,893
Fife	2,030	73	3.5	208,304,788	102,613	925,582	455	2,033,277	1,001	130,873	64	3,263,688	1,608	12,123	35,666	9,589	12,052
Goldendale	1,240	75	6	182,865,107	147,471	17,404	14	1,022,034	824	94,912	76	1,235,834	997	28,684	31,372	7,791	13,086
Grand Coulee Dam	1,273	166	13	37,063,805	13,404	168,573	132	1,245,079	978	378,399	297	1,875,120	1,473	274,839	41,731	27,568	22,348
Granger	958	99	10.4	43,352,304	45,348	118,907	124	886,478	927	437,701	458	1,520,547	1,591	92,159	126,585	14,143	24,806
Hood Canal	277	66	23.8	84,300,654	304,334	5,817	21	317,117	1,145	89,230	322	437,403	1,579	51,361	5,224	-0-	14,415
Inchelium	263	138	52.4	7,527,109	28,620	469	2	206,516	1,355	191,710	729	426,686	1,620	81,803	6,045	19,418	33,935
Keller*	39	24	61.5	4,153,089	106,499	229	6	42,439	1,088	22,141	569	81,642	2,094	24,496	863	-0-	9,114
Klickitat-Glenwood**	345	27	7.8	19,564,949	56,709	118,948	344	361,070	1,046	90,437	262	620,488	1,798	29,979	9,644	3,836	12,009
LaConner	430	98	22.7	54,481,644	127,131	272,826	632	445,985	1,037	200,351	46	969,534	2,254	113,418	12,229	11,470	33,097
Marysville	5,446	302	5.5	310,352,411	56,987	486,357	89	4,978,728	914	522,383	96	6,433,297	1,181	192,560	97,877	35,239	45,786
Mary Walker	495	36	7.2	18,946,388	38,276	60,820	123	453,108	915	104,975	212	608,198	1,229	28,431	32,157	-0-	15,120
Mount Adams	882	477	54	46,118,246	52,288	6,429	7	806,556	914	560,177	635	1,461,078	1,657	330,166	77,298	60,290	51,864
Mount Baker	1,229	43	3.4	162,683,035	132,370	205,965	167	1,265,795	1,030	109,140	88	1,710,670	1,391	26,662	36,891	5,274	10,276
Nespelem	177	169	95.4	4,767,096	26,934	334	2	170,118	961	225,710	1,275	417,981	2,361	80,481	7,613	19,417	28,392
Nooksack	1,110	75	6.7	84,851,308	76,443	173,033	158	992,085	894	148,398	134	1,417,270	1,277	26,776	33,683	9,589	10,693
North Beach	719	94	13	130,802,909	182,642	250,033	347	635,214	883	105,905	147	1,095,196	1,523	60,584	18,093	-0-	26,189
North Kitsap	3,484	150	4.3	294,369,140	84,491	70,481	20	3,369,746	967	361,525	103	3,959,749	1,136	364,522	65,196	18,099	19,283
North Thurston	7,650	112	1.4	427,425,775	55,873	3,571,691	467	6,834,789	894	415,030	54	11,429,414	1,494	242,227	136,398	18,339	8,182
Oakville	344	77	22.3	30,857,723	89,703	2,922	8	337,519	981	112,878	328	487,040	1,416	39,862	23,514	9,588	
Okanogan	929	51	5.4	55,216,202	59,436	216,900	233	826,051	889	122,547	132	1,236,604	1,331	32,467	29,140	4,675	7,080
Omak	1,665	179	10.7	97,155,206	58,351	253,111	152	496,365	899	371,304	223	2,230,052	1,339	32,154	83,745	36,198	29,829
Port Angeles	4,831	128	2.6	358,798,796	74,270	1,591,322	329	4,375,463	906	672,475	139	6,731,482	1,393	62,684	90,634	30,804	28,045
Puyallup	11,341	175	1.5	537,657,732	46,587	4,368,575	379	10,875,708	942	718,816	62	16,993,293	1,472	184,935	247,076	26,489	24,443
Quillayute Valley	1,703	150	8.8	163,304,079	95,892	313,107	184	1,571,244	923	149,360	88	2,594,746	1,524	102,435	47,673	17,850	28,260
Quinault	366	27	7.3	45,170,942	123,417	147,075	402	440,097	1,202	124,957	341	752,303	2,055	57,124	13,223	-0-	11,463
Sequim	1,838	55	2.9	191,496,542	104,187	18,185	10	1,474,315	802	332,405	181	1,955,325	1,064	-0-	67,307	18,338	10,835
Shelton	3,421	140	4	183,461,651	53,628	49,307	44	2,897,671	847	355,757	104	3,686,605	1,078	60,591	65,888	31,164	24,511
Taholah	205	201	98	12,592,355	61,426	68,864		231,173	1,128	283,080	1,381	609,956	2,975	159,382	25,612	22,054	31,034
Toppenish	2,478	339	13.6	135,955,581	54,865	84,838	34	2,308,887	932	987,631	399	3,579,671	1,445	224,315	201,459	43,509	26,550
Wapato	2,758	680	24.6	113,270,448	41,069	510,043	185	2,492,013	904	1,070,100	388	4,311,442	1,563	414,683	247,784	81,386	54,334
Wellpinit	275	215	78.1	3,305,376	12,019	31	-0-	212,338	772	58,816	214	306,491	1,115	198,784	11,401	29,486	32,603
Yelm	2,234	81	3.6	152,326,563	68,186	14,334	6	2,037,865	912	121,113	54	2,632,901	1,179	54,037	79,248	8,630	16,960

*K-6 only
**Combined

STATISTICAL DATA

63 IAM 3

NOTE: ALL INFORMATION REQUESTED ON THIS FORM PERTAINS TO INDIAN STUDENTS EXCEPT WHERE OTHERWISE DESIGNATED

WASHINGTON STATE SUMMARY
YEAR 1977-78
SCHOOL SUMMARY REPORT

Form F-168 (Rev. 4/76)

No. of Indian 8th grade graduates or completions 449
No. of Indian 12th grade graduates 159

Indian Enrollment as of October 1																			Total Oct. 1 Enrlmt.	Trnsfrs. (1)		Dropouts (2)								Total Ending Enrlmt.	Number of Counseling Sessions (3)	Avg. Reading Achmnt. Grade Equivalent (4)		Avg. Math Achmnt. Grade Equivalent (5)		% of Attnd. (6)		(7) Total District Enroll.
GRADE/AGE	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+			In	Out	a	b	c	d	e	f	g	h			Indian	Non-Indian	Indian	Non-Indian	Ind.	Non-Ind.	
Pre-Kg.	9	30	7	5			1												52											91	3					100	92	123
Kg.			316	66	1		1	1											385	47	51									370	1,706					87	89	5,042
1				33	116	14	7	1											470	56	69									457	2,636	1.8	2.0	2.1	2.7	89	92	5,965
2				6	99	18		1											371	40	39									372	2,507	2.5	2.8	2.6	2.7	91	93	5,198
3				1	20	95	26												390	34	42	1								385	2,232	3.4	4.0	3.4	3.8	91	94	5,551
4					4	37	92	10	4	1									368	41	33									366	2,392	4.2	4.8	4.1	4.7	92	94	5,206
5						6	86	94	18	5									366	35	33									369	2,354	5.0	6.1	5.2	5.9	91	94	5,315
6							13	53	112	12									214	24	36	1							1	410	2,017	5.9	6.4	5.8	6.4	91	94	5,299
7								64	116	3	2								430	30	36							1		418	2,210	6.2	7.7	6.5	7.5	91	93	5,766
8								1	30	10									469	40	39	4							11	448	2,900	7.1	8.0	7.0	8.3	89	93	5,935
El. Ug.				1	1	3	2	4	8		1								40	5										45	185							240
Total El.	9	30	323	105	241	173	228	228	289	31	3								1,764	330	351	6	1						12	3,717	24,242	Av. Diff: -.76			-.58	91	93	49,670
9										1	1								603	61	40	6							1	624	4,162	6.5	9.4	7.5	9.5	88	91	6,225
10										1	1								390	40	37	4							1	388	3,273	9.6	11.3	9.4	10.5	86	91	6,073
11										11	15	16	24	9	1				130	33	23	4	1				1	3	1	266	3,024	10.2	11.3	10.3	10.9	84	91	5,507
12										1	1	16	11	2					32	14	13	6	1				1	1	1	120	2,438	10.3	11.4	10.4	11.2	85	90	4,788
Sec. Ug.																			3											1							38
Total Sec.										14	20	32	35	11	1				1,158	148	113	20	3				3	4	3	909	12,897	Av. Diff: -1.2			-.72	86	91	28,631
Total El. and Sec.	25	35	329	110	247	177	233	232	302	45	23	32	35	11	1				2,922	478	464	26	4				15	11	15	4,626	37,139	Average Difference -.9			-.65	90	92	78,301

(1) Students known to have re-enrolled in another school of any type.
(2) In reporting dropouts show numbers in alphabetical columns by grade for the following categories: a) withdrawn by parents b) marriage c) employment d) detained by law agencies e) illness f) death g) expelled h) other/unknown.
(3) Please enter the annual total of individual counseling sessions recorded for each grade level.
(4) If the school administers standardized reading achievement tests, please show the average achievement grade equivalent for all the Indians and non-Indians of each class separately. _____ Name of test(s)

(5) If the school administers standardized math achievement tests, please show the average achievement grade equivalent for all the Indians and non-Indians of each class separately. _____ Name of test(s).
(6) To determine the percent of attendance, divide the number of days present by the sum of the number of days present and the number of days absent. This information is in the teacher's class register. After the total days present and absent are computed for Indians, these totals may be subtracted from the class totals. The difference may be used to compute the non-Indian % of attendance.
(7) Indian and non-Indian combined at the close of the school year.

SUMMARY OF STATISTICAL AND TESTING DATA BY DISTRICT

DISTRICT	PERCENT OF ATTENDANCE										ACHIEVEMENT GRADE EQUIVALENT DIFFERENTIAL*										COUNSELING SESSIONS					INDIAN DROPOUT					INDIAN GRADUATES									
	1974		1975		1976		1977		1978		1974		1975		1976		1977		1978																				
	Ind.	Non-Ind.	Ind.	Non-Ind.	Ind.	Non-Ind.	Ind.	Non-Ind.	Ind.	Non-Ind.	Read	Math	Read	Math	Read	Math	Read	Math	Read	Math	1974	1975	1976	1977	1978	1974	1975	1976	1977	1978	1974		1975		1976		1977		1978	
																															6	12	6	12	8	12	8	12	9	12
Bellingham	90	95	90	94	90	94	91	94	89	92	--	--	-.25	-.65	-.06	-.60	-.71	-.85	-.94	-1.15	11,940	+,203	+,693	7,543	10,978	15	10	19	24	13	14	14	19	10	10	24	8	26	4
Brewster	92	92	92	92	93	92	92	93	91	91	-1.2	-1.03	-.2	+.1	-.06	-.70	+.2	+.1	-.07	-.27	189	105	151	134	194	1	1	--	1	0	2	3	3	4	3	4	3	4	3	4
Cape Flattery	94	95	91	94	90	90	90	90	--	--	-1.0	-.46	-1.37	-1.55	+.10	-1.40	-.37	-.81	--	--	0	763	1,683	1,547	--	6	2	6	24	--	14	12	15	10	16	14	20	7	--	--
Columbia	90	90	91	91	86	86	90	93	90	93	-1.0	-1.1	-.36	-.95	-.1	--	-.55	-.41	-.66	-.1	47	53	90	0	9	6	0	1	0	2	11	4	7	5	5	0	2	1	2	3
Curlew	82	95	--	--	89	93	91	97	--	--	-.69	-.92	-.2	-.04	+.03	-.50	-.1	+.1	--	--	55	76	44	114	--	0	1	--	1	--	1	1	1	--	2	0	2	1	--	--
Cusick	87	93	90	93	89	89	86	91	86	91	-.4	-.9	--	-.50	-.23	-.42	-.1	-.16	-.36	-.79	146	317	95	317	0	3	3	2	1	5	8	1	7	0	3	2	3	1	--	1
Fife	--	--	--	--	97	95	91	94	91	90	--	--	--	--	-.58	-.42	-.10	--	-.9	-.77	--	--	0	0	0	--	--	5	10	0	--	--	--	--	6	4	5	2	3	3
Goldendale	80	92	83	93	93	94	90	97	--	98	-1.1	-.16	-1.1	-.72	-1.10	-.74	-.3	-.26	-1.-	-.9-	143	524	1,38	1,576	1,890	9	10	4	10	14	4	0	6	0	4	1	24	15	7	0
Grand Coulee Dam	88	91	88	93	84	92	86	91	86	93	-.3	-.6	-.5	-1.05	-.20	-1.10	-1.1	-.1	--	--	743	723	695	191	911	7	10	10	8	4	19	13	19	17	24	13	8	3	27	11
Granger	85	--	--	--	89	90	86	94	86	90	-1.0	-1.32	-.-	-.-	-1.0	-.2	-1.1	-.33	-1.-	-.-	1,05-	75	199	,02	590	2	--	2	4	5	12	6	4	5	16	3	3	0	5	2
Hood Canal	--	--	97	94	94	93	--	98	93	93	-.6	--	-.-	-1.1	-.-	-.3	-.-	--	-1.-	-1.11	42	0	586	598	462	0	0	--	0	0	9	0	-	0	7	0	7	0	4	0
Inchelium	91	87	90	89	91	91	88	88	92	92	--	--	--	--	--	--	--	--	--	--	160	--	0	0	0	5	3	1-	8	5	21	11	17	11	14	10	21	8	6	7
Keller	98	97	--	--	96	96	95	95	95	90	-.-	-.-	-.-	-.-	-.0	-.09	-.3	--	0	0	--	3	56	--	--	1	0	--	0	0	2	1	0	0	1	2	3	0	0	0
Kettle Falls	--	--	--	--	95	94	97	93	--	--	--	--	--	--	-.72	-1.0	-.-	-.-	--	--	--	--	105	297	--	--	--	1	1	--	--	--	--	--	5	1	1	1	--	--
LaConner	--	--	85	93	86	94	87	94	89	93	--	--	-1.0	-.91	-1.6	-1.0-	-1.-	-1.1	-1.35	--	--	221	96	192	142	--	0	8	1	7	--	--	7	5	7	13	6	14	6	3
Marysville	90	95	91	96	85	93	92	93	--	--	-.35	-.-	--	--	-.0	-1.60	--	--	0	0	90	740	875	32	542	4	7	8	14	11	19	6	27	15	27	11	27	12	21	5
Mary Walker	89	90	90	89	91	90	90	90	92	91	-.-	-.16	-.-	-.-	-.0	-.-	-.07	-.-	-1	-.3	101	117	177	113	52	0	3	--	3	1	3	0	3	2	1	7	4	5	0
Mount Adams	86	92	88	90	87	90	85	89	92	92	-1.04	-.-	-.-	-.-	-1.60	-1.10	-1.16	-.-	-1.0-	-.67	593	607	1,436	1,445	1,488	7	25	30	26	45	31	18	46	11	32	15	46	20	34	9
Mount Baker	88	91	92	95	93	95	90	94	91	93	-.-	-.-	-.-	-.-	--	--	-.-	--	-1.1	-.-	102	1,680	719	703	1,209	0	2	--	2	4	5	3	-	3	9	2	3	2	2
Nespelem	89	92	89	90	79	92	90	91	90	95	-.-	-.-	-.07	-.04	-.10	--	-.-	-.16	-.-	-.-	--	-15	318	686	414	0	0	--	0	0	0	0	0	0	30	0	0	0	0	0
Nooksack Valley	92	95	93	94	92	94	--	--	0	0	-.33	-.-	-.-	-.06	-.-	-.-	-1.07	-1.07	-.-	-1.0	-1.1	-.-	1,012	1,049	1,161	3,343	3,184	0	0	--	0	0	10	1	10	-	8	1	5	4	9	2
North Beach	85	90	89	89	89	93	91	94	91	93	-1.6	-1.0	-1.21	-.86	--	--	-.-	-.-	--	--	133	1,309	3,887	3,240	285	12	16	14	12	27	6	7	10	5	4	8	0	0	10	9
North Kitsap	89	92	--	93	93	93	92	94	0	0	--	--	--	--	-.0	-.-	-.-	--	0	0	--	274	1,323	5,121	509	1	8	13	16	5	12	6	12	7	14	5	8	4	10	5
North Thurston	95	95	--	--	94	96	91	96	91	96	-.-	-.-	-.-	-.5	-.77	-.-	-.79	-.-	-.-	-.0	891	569	1,892	2,020	1,786	5	2	3	4	5	8	10	3	11	11	9	10	12	17	17
Oakville	93	94	93	--	89	91	90	90	89	91	--	--	--	--	-1.0	-.-	-.6	-.-	-1.1	-.-	77	54	0	0	0	1	3	1	2	7	5	2	6	0	8	4	14	5	8	3
Okanogan	91	94	92	93	93	93	91	93	90	91	-.-	-.-	-1.-	-1.17	-1.0-	-.63	-.76	-.-	-1	-1.-	71	54	--	36	34	2	0	0	1	0	4	2	-	1	5	1	5	1	6	2
Omak	89	92	92	93	89	93	91	93	88	91	-1.16	-.56	-1.31	-1.01	-1.30	-1.-	-.61	-.66	-.68	-.55	420	197	93	163	306	7	3	10	8	13	15	9	21	8	13	10	14	10	9	4
Port Angeles	87	94	89	96	90	95	91	93	89	91	-1.-	-.77	-.18	-.22	-1.48	-1.0	-1.6-	-.1	--	-1.01	764	380	379	74	67	1	0	10	2	6	21	10	17	5	17	10	0	6	17	6
Puyallup	--	--	93	93	94	96	95	94	0	0	--	--	-1.07	-.82	-1.46	-.72	-1.-	-.67	-1.38	-.36	--	193	235	92	109	--	1	5	8	7	--	--	24	10	27	5	31	9	17	5
Quillayute Valley	88	92	86	94	77	91	84	92	90	91	-.-	-.11	-.66	-.43	--	--	--	--	--	--	--	--	0	663	3,078	5	8	9	15	13	14	1	-	-	7	3	18	4	13	4
Quinault	92	86	91	92	92	92	91	92	89	91	--	--	+ .-	+ .7	+ .15	+ .71	-.11	-.3	-.51	--	22	493	516	1,002	616	4	2	1	3	0	1	0	7	4	1	2	6	1	1
Sequim	93	94	93	95	93	94	95	94	95	93	--	--	--	--	-.88	-.40	-.06	+.11	0	0	90	48	216	149	85	1	0	1	2	3	13	3	5	7	8	8	3	4	6	4
Shelton	92	94	94	93	95	89	--	--	96	92	--	--	--	--	--	--	--	--	--	--	390	--	2,610	2,412	598	5	14	13	8	6	7	8	1	13	14	9	13	12	19	4
Taholah	94	89	90	86	92	94	93	94	93	93	--	--	-1.-	-1.7	-1.90	-1.4	-.-	-.36	-2.37	-1.58	--	--	0	0	0	14	0	--	0	0	13	0	12	0	19	0	25	0	23	0
Toppenish	88	91	87	92	87	91	89	89	--	--	-1.5	-.-	-.6	-.4	-.60	-.69	-.67	-.5	-.03	-.48	700	1,166	1,171	865	5,100	11	10	15	16	4	24	11	20	7	27	11	26	11	27	9
Wapato	88	89	--	--	87	91	87	92	88	92	--	--	-1.4	-1.3	-1.22	-1.29	-.87	-.58	-.68	-.48	4,579	4,130	3,406	5,507	2,885	35	31	34	46	45	38	20	9	2	58	16	50	16	62	17
Wellpinit	88	90	91	91	90	89	86	90	83	88	-.01	+.15	-.25	+.25	-.64	-.32	+.07	-.05	-.4	-.39	116	508	254	16	16	2	4	4	4	2	18	10	1-	14	18	15	21	12	19	9
Wilbur	--	--	--	--	--	--	--	--	0	0	--	--	-.37	-.1	-1.17	-.48	-.08	-.44	-.18	-.37	--	8,766	5,131	2,446	1,223	--	1	4	6	5	--	--	9	2	4	2	7	2	9	5

Comparison of Reading Achievement Grade Equivalents of Indian Pupils by Grade Levels

1974 - 1978

Grade	1974 G. E.	1975 G. E.	1976 G. E.	1977 G. E.	1978 G. E.	Difference Between 77 & 78 Plus or Minus
1	1.7	1.5	1.7	1.7	1.8	+ .1
2	2.3	2.3	2.4	2.6	2.5	- .1
3	3.4	3.3	3.3	3.2	3.4	+ .2
4	3.9	3.9	3.9	4.1	4.2	+ .1
5	4.8	4.8	4.7	4.9	5.0	+ .1
6	5.5	5.4	5.6	5.9	5.9	0
7	6.7	5.9	6.1	6.3	6.2	- .1
8	7.2	6.8	6.7	7.3	7.1	- .2
9	8.3	8.1	7.8	7.8	8.5	+ .7
10	9.4	8.8	8.3	8.0	9.6	+1.6
11	10.5	11.0	9.6	9.6	10.2	+ .6
12	11.4	12.0	10.0	10.6	10.3	- .3

Average Difference
All Grades: + .22

Elementary Only 1-8: + .01
High School Only 9-12: + .65

Comparison of Math Achievement Grade Equivalents of Indian Pupils by Grade Levels

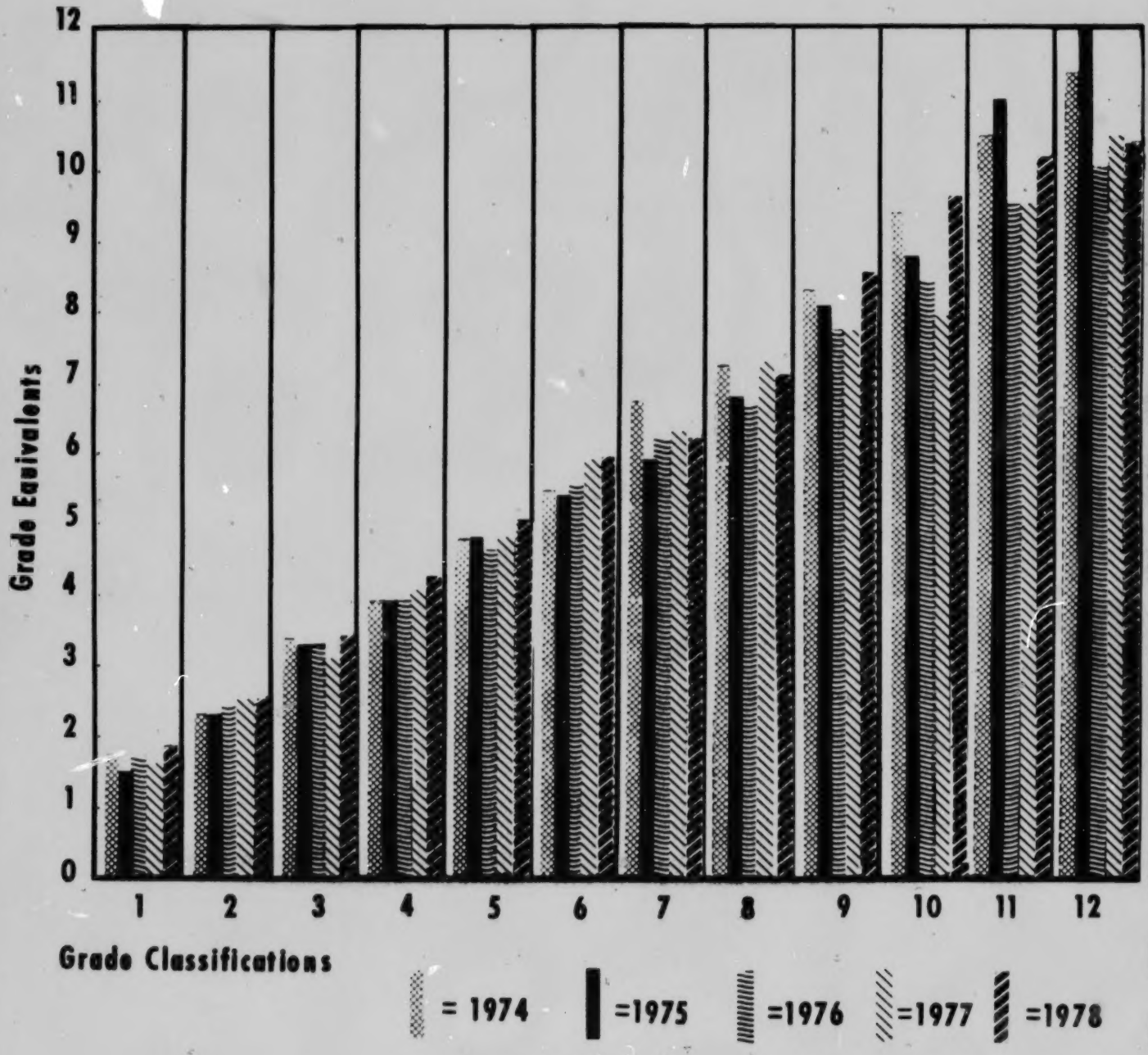
1974 - 1978

Grade	1974 G. E.	1975 G. E.	1976 G. E.	1977 G. E.	1978 G. E.	Difference Between 77 & 78 Plus or Minus
1	1.9	1.6	1.6	1.8	2.1	+ .3
2	2.5	2.5	2.5	2.4	2.6	+ .2
3	3.3	3.1	3.1	3.0	3.4	+ .4
4	4.0	3.6	3.9	4.2	4.1	- .1
5	4.8	4.5	4.7	4.9	5.2	+ .3
6	5.6	5.6	5.6	5.7	6.0	+ .3
7	6.7	6.0	6.4	6.5	6.5	0
8	7.4	7.3	7.0	7.6	7.0	- .6
9	7.2	8.0	8.1	8.0	8.8	+ .8
10	8.5	8.6	8.5	8.7	9.4	+ .7
11	10.0	9.8	8.8	9.0	10.3	+1.3
12	9.8	10.5	9.3	10.2	10.4	+ .2

Average Difference
All Grades: + .32

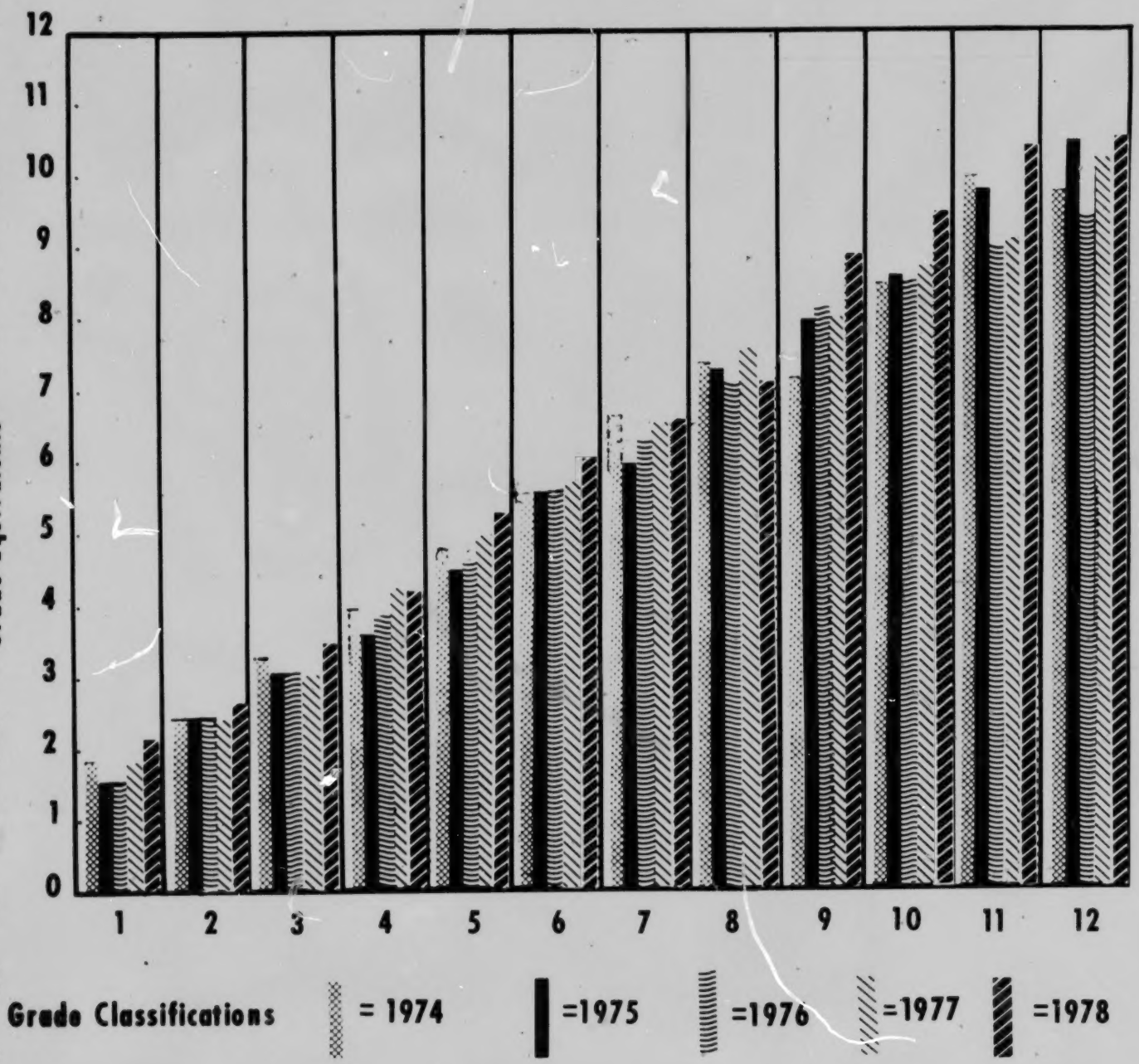
Elementary Only 1-8: + .06
High School Only 9-12: + .75

Comparison of Reading Achievement Grade Equivalents of Indian Pupils by Grade Levels 1974-1978



Comparison of Math Achievement Grade Equivalents of Indian Pupils by Grade Levels

1974-1978



Dropout Statistics for Indian Children in Washington School Districts Operating JOM Programs

(Information gathered from annual reports of school districts)

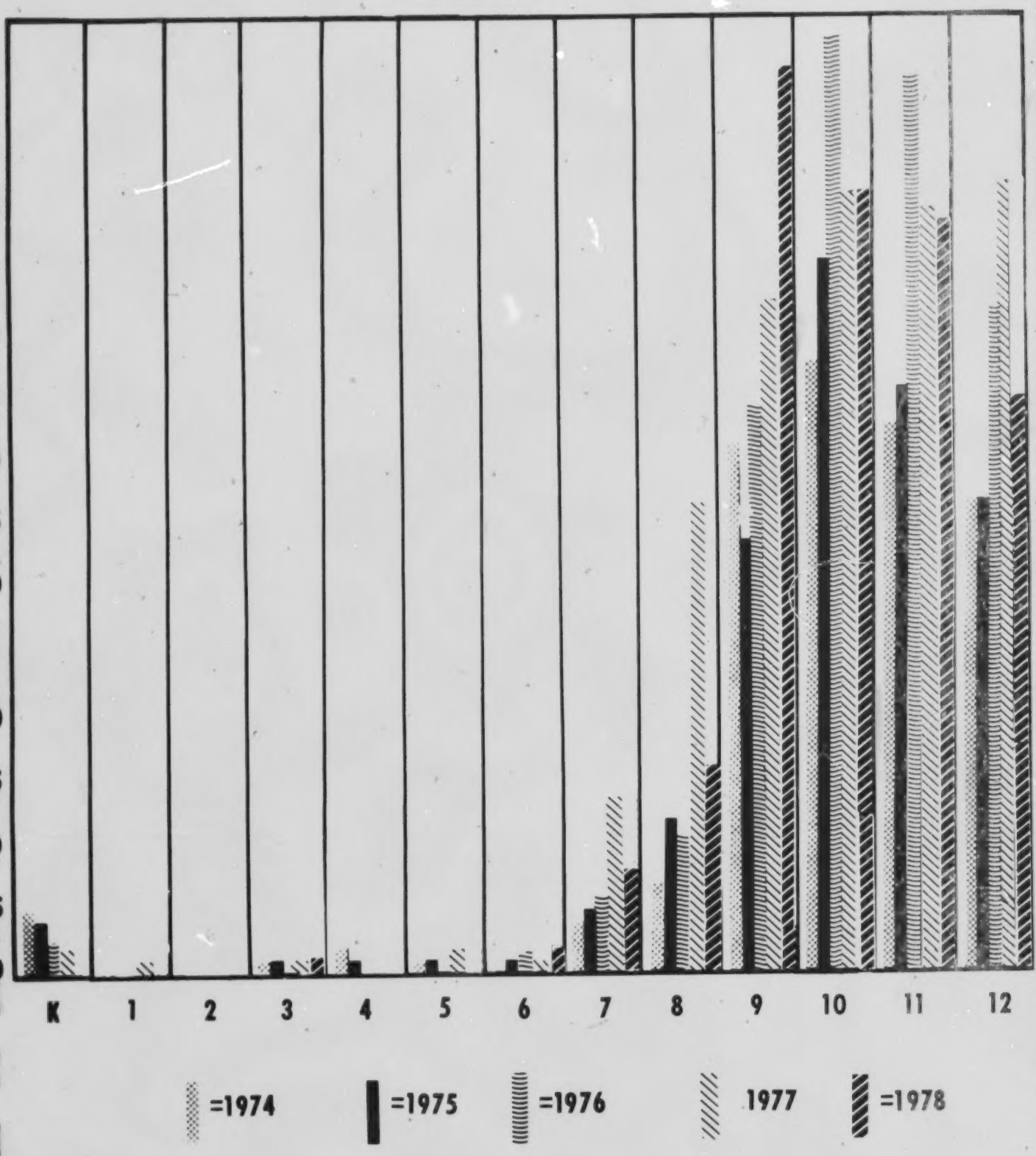
Fiscal Year	FY 1972	FY 1973	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978
Total Indian Enrollment	5,273	5,952	5,732	6,394	6,598	5,606	5,179
Number of Dropouts	96	190	192	198	261	299	263
Dropout as a Percent of Total Enrollment	1.8%	3.19%	3.3%	3.1%	3.95%	5.3%	5%

Reasons for Dropout

Fiscal Year	FY 1972	FY 1973	FY 1974	FY 1975	FY 1976	FY 1977	FY 1978
a. Withdrawn by Parents	3	27	28	42	44	52	31
b. Marriage	18	26	9	14	16	17	17
c. Employment	3	14	8	19	23	28	10
d. Detained by Law Agencies	1	2	4	5	9	22	6
e. Illness	2	2	1	3	4	4	3
f. Death	0	5	2	4	4	1	4
g. Expelled	0	4	18	18	31	38	18
h. Other/ Unknown	69	110	122	93	130	137	174
TOTALS	96	190	192	198	261	299	263

Indian Dropouts by Grade in Districts with JOM Programs

1974-1978

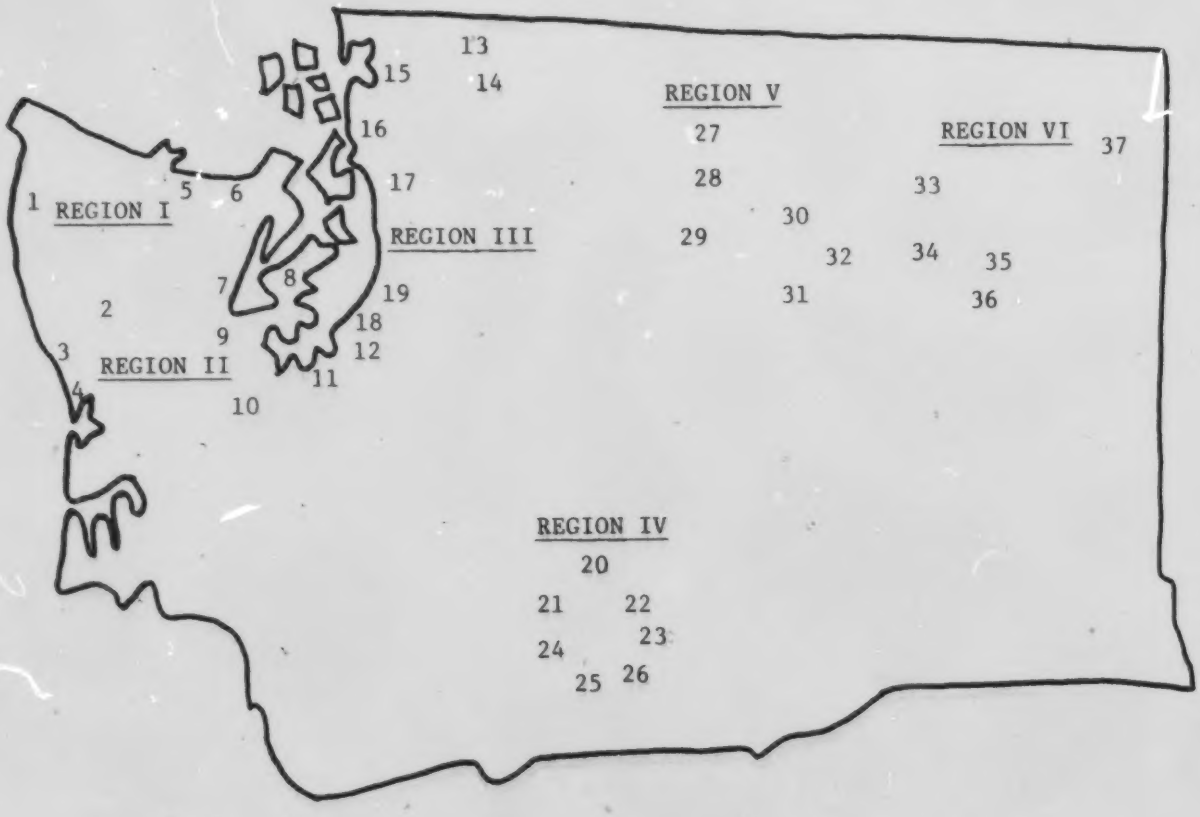


Indian Involvement in Education
Johnson-O'Malley Districts

A. Students	1974	1975	1976	1977	1978
Total Enrollment	5,732	6,394	6,598	5,606	5,179
Participation in Voluntary Student Activities:					
Student Government	169	165	167	150	144
Athletics	928	1,227	1,321	1,374	1,210
Pep Club	260	213	336	317	284
Band	380	316	436	243	240
Indian Club	406	682	897	763	611
Other	632	859	753	594	538
TOTAL Student Participation	2,775	3,462	3,910	3,441	3,027
Student Participation as a Percentage of Enrollment	48%	54%	59%	61%	58%

B. Adults	1974	1975	1976	1977	1978
Indians on School Board	23	26	26	30	25
Parent Committee Membership	473	517	528	473	374
Indians Employed by School Districts:					
Administrators	6	6	6	5	9
Teachers	32	41	40	53	51
Aides	154	149	146	124	109
Counselor/Aides					
Program Coordinators	4	8	12	3	3
Liaison/Home-Visitors	13	11	11	8	14
Other	83	87	78	81	55
TOTAL Indians Employed	318	329	316	292	255
TOTAL District Employees	5,732	7,108	7,106	6,696	6,836
Indian Employees as a Percentage of District Employees	5.5%	4.6%	4.4%	4.3%	3.7%

SCHOOL DISTRICT PROGRAM DESCRIPTIONS



1. Quillayute Valley
2. Quinault
3. Taholah
4. North Beach
5. Port Angeles
6. Sequim
7. Hood Canal
8. North Kitsap
9. Shelton
10. Oakville
11. North Thurston
12. Yelm
13. Nooksack Valley
14. Mount Baker
15. Bellingham
16. LaConner
17. Marysville
18. Fife
19. Puyallup
20. Wapato
21. Mount Adams
22. Toppenish
23. Granger
24. Glenwood
25. Klickitat
26. Goldendale
27. Omak
28. Okanogan
29. Brewster
30. Nespelem
31. Grand Coulee Dam
32. Keller
33. Inchelium
34. Columbia
35. Mary Walker
36. Wellpinit
37. Cusick.

Johnson-O'Malley Program Emphases Fiscal Year 1978

(With Activity and Amount Identified)

Local Educational Agency	District Enrollment		Academic Achievement		Cultural Awareness		Program Implementation		Pre-Primary Education		In Service Education		Counseling/ Liaison		Supplementary Student Support		Summer School		Total JOM Grant 1978
	Indian	Total	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	
Bellingham	250	8,416			Cultural Specialist	200	Clerical PEC Supervision	2,434 250 300			Workshops	500	Tutor-Counselor	26,745					30,429
Brewster	45	568	Tutoring	7,084			Indirect Costs PEC Supervision	247 250 50			Workshops	150							7,781
Chehalis Indian Tribe	15	22							Teacher Aide	4,670	Workshops	400							5,070
Columbia	37	209			Indian Culture	11,649	PEC	1,589									Career Counsel. Sports Camp	6,491 2,437	22,166
Colville Confederated Tribes																	Academic and Cultural Studies	900	900
Consortium, Region IV			Priest Rapids Tutoring Program	3,062	Cultural Research and Curriculum Development	5,300	Regional PEC Board Clerical/ Office	1,500 13,376			Regional In Service Training Prog.	21,031							44,269
Consortium, Region V							Regional PEC Office Supplies	750 900			Committee Training and Travel	22,435							24,085
Cusick	46	373	Teacher Aides	8,439	Cultural Media Specialist	5,955	PEC Expense	500											14,893
Fife	73	2,030	Special Reading Program	9,652											Parental Costs	1,370	Home Base Reading	1,030	12,052
Goldendale	75	1,240	Remedial Reading & Math	11,716	Indian Culture Classes	1,350	PEC Expense	620											13,686
Grand Coulee Dam	166	1,273			Indian Culture Classes	8,519							Counselor Aides	12,329	Parental Costs	1,500			22,348
Granger	99	956	Basic Skills	11,924	Indian Club	1,250	PEC Expense	940			Inservice Education	634	Home Visitor	8,658	Parental Costs	1,400			24,806
Hood Canal	66	277	Teacher Aides	6,308	Indian Studies	800	PEC Expense	300			Inservice Education	700	Counselor Aides	6,307					14,415

JOHNSON-O'MALLEY PROGRAM EMPHASES FISCAL YEAR 1978

(With Activity and Amount Identified)

Local Educational Agency	District Enrollment		Academic Achievement		Cultural Awareness		Program Implementation		Pre-Primary Education		In Service Education		Counseling/ Liaison		Supplementary School Support		Summer School		Total JOM Grant 1978
	Indian	Total	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	
Inchelium	138	263	Special Reading Program Library Aide	19,274 6,570	Indian Culture	6,369	Clerical	1,722											33,935
Keller	35	73	Teacher Aide	5,816	Music Program Indian Culture	1,551 1,041	PEC Expense	500							Parental Costs	200			9,114
Klickitat-Glenwood	27	345	Teacher Aides	9,497									Counselor	2,512					12,009
LaConner	98	430	Teacher Aides	28,407							Inservice Education	240	Attendance Counselor	4,450					33,097
Marysville	302	5,446	Teacher Aides Health Education	25,862 6,655	Instrument Rental Indian Culture Program	1,000 7,912	Supervision PEC	2,966 250			Inservice Education	1,141							45,756
Mary Walker	36	495	Math & Lang. Arts	9,908			Supervision PEC	911 100							Activity Bus Parental Costs	1,778 1,750	Sports Camps	673	15,120
Mount Adams	477	882	Teacher Aides	10,234	Indian History & Culture Classes Field Trips	13,602 410	Supervision PEC	4,149 100			Travel	100	Counselor	11,149			Summer High School	10,120	51,864
Mount Baker	43	1,229			Indian Culture Program	500	Supervision	918			Travel	900	Counselor Aide	7,158	Parental Costs	800			10,276
Nespelem	169	177	Special Reading & Math	26,594					Basic Skills	1,798									28,392
Nooksack Valley	75	1,110					Supervision PEC Expense	550 621					Counselor Tutor	9,522					10,693
North Beach	94	719	Tutor Aides	12,079			PEC Expense	482			Travel	1,200	Counselor Aide	12,078	Parental Costs	350			26,189

JOHNSON-O'MALLEY PROGRAM EMPHASES FISCAL YEAR 1978

(With Activity and Amount Identified)

Local Educational Agency	District Enrollment		Academic Achievement		Cultural Awareness		Program Implementation		Pre-Primary Education		In Service Education		Counseling/ Liaison		Supplementary Student Support		Summer School		Total JOM Grant
	Indian	Total	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	1978
North Kitsap	150	3,484	Academic Aide	2,357	Artist in Residence	1,815	Supervision Clerical	822 772					Counselor Aides	12,458	Parental Costs	1,059			19,283
North Thurston	112	7,650	Counselor Tutors	7,882			PEC Expense	300											8,182
Oakville	77	344	Tutors	12,044	Cultural Research	400	PEC Expense	300					Counselor	6,165	Parental Costs	600			19,509
Okanogan	51	929	Tutor Aide	4,271			PEC Expense	40			Travel	520	Home Visitor	1,424	Parental Costs	825			7,080
Omak	179	1,665	Teacher Aides	15,745	Indian Art & Craft	800	PEC Expense Clerical	1,000 810	Kindergarten Aide	5,626	Cultural Awareness Travel	500 100	Home Visitor	5,248					29,829
Port Angeles	128	4,831	Educational Aides	11,143							Committee & Staff Training	400	Counselor Aides	16,102	Parental Costs	400			28,045
Puyallup	175	11,541	Tutoring	13,300	Indian Culture Studies & Field Trips	9,755	PEC Expense Indirect Costs	560 328											24,443
Quillayute Valley	150	1,703	Tutoring	20,396			PEC Expense Supervision	60 1,150	LaPush Kindergarten	6,654									28,260
Quinault Indian Nation																	Queets Summer Program Camp Chitwin	4,100 2,917	7,017
Quinault Lake	27	366					PEC Expense	150			Travel	400	Counselor Tutor	9,273	Activity Bus Parental Costs	1,140 500			11,463
Sequim	55	1,838	Study Skills Instruction	8,235	Indian Cultural Activities	1,000	PEC Expense Supervision	535 1,065											10,835
Shelton	140	3,421	Teacher Aides	17,935			PEC Expense	201					Indian Counselor Coord.	6,375					24,511

JOHNSON-O'MALLEY PROGRAM EMPHASES FISCAL YEAR 1978

(With Activity and Amount Identified)

Local Educational Agency	District Enrollment		Academic Achievement		Cultural Awareness		Program Implementation		Pre-Primary Education		In Service Education		Counseling/ Liaison		Supplementary Student Support		Summer School		Total JOM Grant 1978
	Indian	Total	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	Activity	Amount	
Taholah	201	205	Media Specialist	8,486			PEC Expense Supervision	500 1,997	Pre-School	18,551	Staff Training	1,200			Athletic Insurance	300			31,034
Toppenish	339	2,478	Resource Room	25,050			PEC Expense	500			Travel	500			Parental Costs	500			26,550
Wa-He-Lute Indian School	53	-0-															Reading and Indian Arts & Culture	5,018	5,018
Wapato	680	2,758	Tutoring Program	15,684	Craft Class Field Trips	1,010 400	Supervision PEC Expense	3,603 1,470			PEC Workshop	1,100	Home Visitors Counseling	13,522 12,831	Musical Instrument Rental	750	Make up Classes & Night School	3,939	54,339
Wellpinit	215	275	Teacher Aides	16,240	Indian Arts & Crafts	12,968	Supervision PEC Expense	2,608 787											32,603
Yelm	81	2,234	Tutoring Program	15,518			PEC Expense	882			Travel	60			Parental Costs	500			16,960
GRAND TOTALS				413,866		95,562		57,715		37,299		54,211		186,336		15,722		37,625	898,336

INDIVIDUAL PROJECT DESCRIPTIONS

Each participating school district submitted a proposal for Johnson-O'Malley funded activities at the beginning of the program year. These proposals described the specific needs, objectives and activities to be encompassed by the Johnson-O'Malley project in each school district.

In March, near the close of the program year, each participating district was asked to submit a joint evaluation of the project, prepared by school personnel and Johnson-O'Malley Parent Committee members.

The following descriptions summarize information derived from the above sources.

The evaluation results shown are reproduced from the final reports of the school districts.

BELLINGHAM

About 3% of the student population in Bellingham schools is comprised of Indian children who are eligible for JOM services. The 1978 JOM program had a threefold emphasis; academic improvement, improved attendance of Indian students, and cultural awareness activities.

In the midyear evaluation report, the Parent Education Committee and the Program Coordinator certified that the Bellingham JOM Program was operating as planned.

Program Objectives (as stated on proposal)	Evaluation Results
1. Eighty percent (80%) of the Indian students in grades one through five receiving JOM tutoring help during the 1977-78 school year in reading and/or math will make an average grade level gain of 1.0 grades one through five receiving JOM tutoring help during the 1977-78 school year in reading and/or math will make an average grade level gain of .5 years. In the fall and spring grade one is tested with WRAT and grades 2-5 with ITBS.	Thirty-four students in grades 1-5 were in the JOM tutorial reading program long enough to generate data on the pre & post tests. Twenty of the 34 or 58.82% made a grade equivalent gain of 1.0 or more. The average gain was 1.51 years. Thirty of the thirty-four students of 88.23% made a grade equivalent gain of .5 or more. The average gain was 1.27 years. MATH: Thirty-two students in grades 1-5 were in the tutorial mathematics program long enough to generate data on the pre & post tests. Sixteen of thirty-two or 50.00% made a grade equivalent gain of 1.0 or more. The average gain was 1.50. Twenty-seven of the thirty-two or 84.37% made a grade equivalent gain of .5 or more. The average gain was 1.61 years.
2. The average attendance gain in each grade level will improve by 2% as compared to average grade level attendance of 1976-77.	The average gain per grade level is as follows:

Grade	1976-77	1977-78	Gain
K	91.5	84.5	(-7.0)
1	93.0	91.3	(-1.7)
2	91.5	91.3	(-.2)
3	90.5	93.0	+2.5
4	88.5	94.0	+4.5
5	94.0	92.0	(-2.0)
6	94.5	92.0	(-2.5)
7	86.5	86.0	(-.5)
8	91.0	83.0	(-9.0)
9	89.3	87.5	(-1.8)
10	89.9	86.2	(-3.7)
11	90.1	83.7	(-6.4)
12	91.0	87.3	(-3.7)
Total	90.1	88.0	(-2.1)

3. A minimum of five cultural programs will be conducted in the JOM schools.	Eight cultural programs were carried out in the elementary schools. Parents, tutor/counselors, principals, teachers and students were involved.

BREWSTER

The 1978 Brewster JOM Program provided remedial reading and math services, and promoted Indian student involvement in non-academic school programs. A tutor aide was employed to carry out program activities.

Program Objectives (as stated on proposal)

1. Elementary Indian children grades 1-8, given tutorial assistance in basic academic skills will make progress at least equal to those of non-Indian in the same grades.

Evaluation Results

K. Assisted student in hand skills, daily work habits, responsibility of his own materials. Worked with him daily until he showed he was doing most of it on his own, about three months. I cut my daily visits, he was doing so much improvement and mixing so well with the rest of the children but then he had to move.

1st Helped with printing, worked on spacing words and letters, worked on coloring and having a neat paper. Was doing his work on his own most of April. Cut my visits to once a week just to check on him.

Another one needed help in reading. Speech was some what problem to him. Hard worker, read to me every day for about 15 mins. His sounding got real good as far as figuring out words Had to stay with him all year. Had eye and ear problems. (Medical)

2nd Reading, speech again was most of the problem besides remembering what the story was about. Got that taken care of and worked on getting assignments done. Worked with him every day, doing good job and up with the other students.

5th New since the end of March. Needed help in everything. Helped in math and reading and some work in a work book. Very low level. I'm sure I helped a lot as far as confidence is concerned. His father came in and was the first time he had known him to do any work. I am very pleased about that.

6th Mostly catch up work with 3 students at different times. After a long absence.

7th This student came after Christmas. He is a smart one but will not apply himself. He does not accept help and will probably not pass this year. Maybe next year.

8th Science grade was failing. Worked with this student about 2 months and brought his grade up. He decided he could handle it and is doing very well.

2. Given tutorial assistance and a comfortable environment that accepts racial differences. Indian percent of participation in non-academic programs. Will be equal to the Non-Indian.

I made 14 home visits this year. Some to check on attendance and other for advise on school problems.

I think this year was a little more difficult than years before. Most of the students I had had some type of emotional problem. I know I have helped most of them in one way or another the teachers of these children have verified this to me. I think I got tested on different kind of skills this year.

CHEHALIS INDIAN TRIBE

The Chehalis Tribal Head Start Program is partially funded with Federal Head Start monies. The JOM fund augments the basic program by paying for one-half of the time of one teacher aide.

Program Objectives (as stated in proposal)	Evaluation Results
1. To increase language and conceptual skills of 15 pre-school children as measured by an appropriate pupil developmental progress test, administered in fall '77 and spring '78.	1. The Peabody Early Experience Program was incorporated into the curriculum plan during FY 1977-78. The children benefited from small group experiences in concept learning that emphasized individual participation through language and motor activities. Developmental progress in Language, Fine Motor, and Cognitive skills increased. The developmental climb in cognitive skills are listed as follows: Two (2) children increased their Cognitive Developmental Age by over two year. Three (3) children increased their developmental age by one year, equivalent to their chronological age. Four (4) children increased their developmental age between two and seven months.
2. Provide home based instruction for 15 children in concert with classroom experience.	2. The Project Palatisha Developmental Checklist evaluated each child's Developmental age in the areas of cognitive, language, and fine motor skills through pre- and post-tests.
3. Increase home visits to 2 per month.	3. Parents become aware of the methods and concepts introduced in Peabody to use and reinforce similar learning at home (home visits). A log was maintained and available as staff documentation. Parent/teacher comments were recorded and needs established for the following home visit.
1. Screen, assess, and diagnos 15 children for learning disabilities, or handicapped conditions.	1. All Indian children were screened for physical, dental, vision and hearing conditions. The seven (7) children who needed work had follow-up restorative dental work completed.

2. Develop prescriptive plans with qualified professional consultant for children identified as having a handicapping condition.	2. Follow-up services for the identified health conditions were located among qualified community professionals.
1. Provide training workshops for staff to: A. Identify Illinois Test of Psycholinguistic abilities as a tool to be used in screening for Special Learning Disabilities. B. Offer new skills in behavior management and parenting skills, as identified in Head Start and T & TA plan. C. Increase competency of staff in communicating with families during home base visits.	1. The identified children were provided with individualized program plans, increasing personal instruction. Parents were presented with educational information, aiding their personal understanding of remedial work and aiding in communication with service agencies.
2. Increase parent involvement with 18 home visits, and 4 parent meetings per year.	2. A log was maintained as a progress document.

COLUMBIA

The basic intent of the Columbia JOM Program was to provide Indian art, history and cultural instruction, to provide individual help to students in academic work, to provide a home visitor, and to offer career education counseling. Because one of the two aide positions was not filled, about one-third of the program funds were reallocated to a summer program, which provide career counseling and sports camp activities for the students.

Program Objectives (as stated on proposal)	Evaluation Results
1. Thirty-nine Native-American students, K-12, will demonstrate an increase in knowledge.	All Native-American students (37) demonstrated significant gains, by grade level.
2. Twelve Native-American families will provide continuous input concerning health problems.	Aide accidentally destroyed the home-visitation contact log. She has resigned her position with the district. No data are available that will document success of this objective. Monthly reports to PEC do indicate success.
3. The Program Director with the advise and consent of the JOM committee will develop, design, implement and supervise JOM programs.	The Coop. Director successfully accomplished needs assessments, program development and evaluation on JOM. He also was able to get an Indian Ed. Title IVA proposal for 1978-79. All districts in coop. reported high satisfaction with the service and voted to continue administrative coop. for the 2nd year.
4. The JOM committee will demonstrate increased knowledge of, and participation in the process of Indian Education.	Minutes of JOM meetings indicate a quorum was present at each meeting this year. The Public Hearing on Indian Education needs assessment was attended by 17 parents and 2 students as compared to 4 parents in 1976-77. While the attendance at other functions is not as high as we wish, it still is increasing, and is better than ever before.
5. Eleven JOM Native American students will be provided career awareness activities.	The district was unable to accomplish this objective due to the inability to hire proper staff.

CUSICK

The JOM program at Cusick was designed to provide two teacher aides and a cultural media specialist.

The aide program successfully provided remediation to Indian students in K-8, as needed. The cultural curriculum program was not fully successful, but some Indian materials were integrated into the regular social studies curriculum.

Program Objectives (as stated on proposal)	Evaluation Results
1. District will work with Tribe to establish a mutually approved Kalispel cultural curriculum into the social sciences as taught in the Cusick schools, by the second school semester.	Had problems with personnel, but the curriculum was developed to implement into the social studies program as a final outcome.
2. Indian students will receive additional aid in areas of academic underachievement, particularly the basic skills, and show improvement equivalent to at least ½ area of deficiency. Desirable objective will be to bring student up to grade level or better.	Aides working well with individual and small groups. Students were tested. Conferences were held when necessary.
3. Orientation will be given to school staff prior to start of school and written goals formulated with review at mid-term and end of each semester. Progress will be evaluated by administration and PAC.	Orientations were held. Written goals to be revised this year. Goals were met this year and staff and aides were so advised.

FIFE

The Fife JOM program had four components: a special reading program, cultural heritage activities, student financial assistance, and a summer home based reading program.

Program Objectives (as stated on proposal)	Evaluation Results
1. Elementary school Indian students enrolled in the project will, at end of 1977-78 school year, show an *accelerated improvement in reading scores as measured by standardized tests administered by school in fall of 1977 and spring of 1978. *accelerated means more than one month's growth for each month spent in the program.	Accelerated growth was, on the average, achieved in grades 1 through 5. On the average, grade 1 made 1.1 mo's grow grade 2 made 1.6 " " grade 3 made 1.5 " " grade 4 made 3.4 " " grade 5 made 3.1 " " for <u>each</u> month spent in program.
2. 75% of the elementary Indian students will choose to participate in activities designed to enrich their knowledge of Indian cultural heritage.	100% of the elementary Indian students participated in <u>at least</u> 1 of 8 cultural heritage activities provided and 76% of the students participated in 2 or more of the 8 activities.
3. Indian students, who have need, will receive financing necessary to participate in school activities.	The JOM Committee approved 19 applications for the use of JOM funds to provide equipment, supplies, or tuition needed by 16 JOM students to participate in school activities.

GOLDENDALE

The Goldendale program serves Indian people who live in the southern part of the Yakima Reservation. Remedial instruction in reading and math for Indian students in grades K-8 was provided by the JOM program. Classes in Indian cultural art and activities were conducted, with Indian instructors.

Program Objective (as stated on proposal)	Evaluation Results
1. Encouraged participation in vocational courses, with very little success.	Improvement in reading, math, attitude, attendance, slight to non-existing. No improvement over last school year.
2. Aides made some inroads into absenteeism in Grades K-8, but drop-out in 9-12 increased three fold.	Same report as above. No improvement in either reading or math.
3. By making awards for achievements in studies, elementary students seemed to respond to praise, and displayed more pride in their abilities.	Projects not completed, attendance and attitudes little improved. Some encouraging results in lower grades, none in 7-12.
4. Aides in elementary level were instrumental in bringing greater awareness of Indian students particular problem areas to attention of teachers.	
5. Aides, in cooperation with teachers, through publications and learning aids have introduced somewhat, more information on Indian culture into mainstream of education.	

GRAND COULEE DAM

Indian students who live on or near the Colville Indian Reservation attend the Grand Coulee Dam schools. The JOM program funds two counselor aides, two Indian culture classes, and a financial assistance program to encourage Indian participation in extra-curricular activities.

Program Objectives (as stated on proposal)	Evaluation Results
1. Indian students will improve their attendance rate by 3% during the 1977-78 school year.	JOM counselor aides loged: 913 individual counseling sessions 720 telephone contacts with home 209 written contacts with the home 260 in person contacts with parents
2. Indian students will decrease the drop-out rate by 10% during the 1977-78 school year.	Overall attendance summary: 1976-77 / 1977-78 Indian 86.5% / 88.38% Non-Indian 92.0% / 93.34% Improvement Indian +1.88 Non-Indian +1.34 Improvement was shown in attendance but fell short of the goal of 3%. Drop-outs 1976-77 - 10 1977-78 - 4 The goal of 10% improvement would have been met with a reduction of (1) there were six (6) less this year, exceeding the goal. (Credit for this improvement is due to outstanding counselor aide effort to assist Indian students in continuing their education.
3. A minimum of thirty Indian students will successfully complete a course of study in Indian cultures.	The Indian culture instructor at the Junior High reports twenty-seven (27) sucessful Indian completions and eight (8) successful non-Indian completions. The Indian culture instructor at Lake Roosevelt High School reported twenty-four (24) successful Indian completions and twenty-four (24) successful non-Indian completions. Total successful Indian completions: fifty-one (51) exceeds the goal of thirty.
4. At least 50% of the Indian student population will participate in one or more voluntary activities during the 1977-78 school year.	Extra curricular involvement included a total duplicated count of one hundred ninety-two (192) for the school year. Total unduplicated count is not available, however the goal of 50% was met by Indian Club.

5. Forty elementary Indian students will participate in at least three units of study in Colville Indian cultures.	For all practical purposes, this component should have been dropped when the budget was revised to match the 1977-78 allocation. JOM did fund approximately $500 of the salary of an Indian teacher aide whose assignment was primarily at the high school level. She did provide limited assistance to elementary teachers in their effort to provide units of study in Indian culture. The balance of her time and effort was direct toward high school level Indian education. Although several units of study were presented at the elementary level, JOM was not instrumental in the effort. No data was collected to assess JOM effectiveness in this limited involvement.

GRANGER

A broad range of services was offered in the Granger JOM program. Indian children received added instruction in basic skills in a resource room operated by a teacher and two aides. A home visitor was employed, and an Indian club had 24 participants. Needy students received financial assistance with school expenses.

Program Objectives (as stated on proposal)	Evaluation Results
1. The average achievement level of 113 Indian students in grades K-12 will improve 1.2 months for each month in the program.	Objective not met due to unrealistic expectations in objective growth statement. Data not gathered as stated.
2. Indian pupils, their parents and guardians will benefit from the services of a home-visitor/counselor aide as measured by daily log.	Numbers of counselling session as measured by daily log - K-12 290.
3. An Indian Club will be sponsored by the school as noted by meetings and recording.	Nine monthly and 2 special meetings were held in 1977-78, 2 functions held at Status Longhouse - one banquet and one tea.
4. Maintain the current level of participation in extra curricular activities during the forthcoming school year.	1976-77 participation 70 Indian students 1977-78 participation 63 Indian students Objective not met due to drop in level of participation.

HOOD CANAL

About 66 Indian students on or near the Skokomish Indian Reservation receive benefits of the Hood Canal JOM program. Two teacher/counselor aides formed the nucleus of the program. Some Indian heritage curriculum development was accomplished.

Program Objectives (as stated on proposal)	Evaluation Results
1. Encourage effective personal contact with student to help them understand the need apply themselves in school requirment, will be increased by 50%.	Attendance percentages at the year end was 93% for Indian students and the same for non-Indian students. This shows no change in the averages from 1976-77. Although tardies for Indian children seemed to be big problem. Every parent was contacted at least once in the school year to give them a progress report on their children. There was 33% involvement by Indian students in extra-curricular activities.
2. Identify students who are underachieving and increase GPA by .5 grade each semester. Will include grades three, four, five and six.	55% of the total Indian enrollment were identified to be having academic problems in the fall as scores showed from test administered. After several of the identified students transfered there was 47%. 52% of the identified students showed 1.2 GPA improvement at the end of the year. The total GPA average for all of the identified students showed an improvement of 1.0 for a seven month period. 59% of Indian students enrolled in grades one through eight were reading at grade level and 61% were at grade level in math.
3. Increase parental participation from 15% to 25%.	Parent participation has increased 20% above the goal of 1976-77 in the area of committee activities at the year end. Parent participation in school activities such as teacher conferences has been 95% and the same for annual Indian Unit.
4. Increase publications and materials for classroom presentation by 50%.	Inventory materials have been assembled and a publication of the new Indian Reading Series has been purchased for reference for the Native American Indian Unit.

5. Bring local resource people for class presentations and set up exhibit pertaining to the local culture.	Local resource people have made presentations in the classrooms and local resource people have been consulted in the preparation of the Indian Unit. Evaluations have been submitted by the teachers and students involved in the Indian Unit.

INCHELIUM

Inchelium is a small school district on the eastern border of the Colville Indian Reservation. The JOM program consisted of a special reading program, a library aide, and Indian cultural heritage studies.

Program Objectives (as stated on proposal)	Evaluation Results
1. Improve the reading level of children grades 1-6 by at least .5 grade level as measured by standardized pre and post tests administered in the fall and spring. Improve the academic level of students in math by at least .5 grade level as above.	In each of the groups, (N=45), significant improvement beyond that indicated in the original objectives of the grant was achieved. In each of the groups, .5 grade level improvement was achieved according to the PIAT tests in both reading and math.
2. Students in the program will participate in Indian club. Students will produce between 6-10 individual projects during the school year for display and parent programs.	The Indian club is a live and going operation, utilizing community volunteers for additional assistance in developing an awareness of their traditions. The open houses have been well received, and student art work is greatly improving.
3. The aide will hold academic conferences with five students per day during the academic year. Students will improve their performance by 15% as measured by the standardized achievement tests used in the Resource Center and the grade levels.	The library aide has conducted 569 sessions with selected students. We have no effective way to tell whether or not these sessions have reflected in increased achievement for these students.

KELLER

Keller is a non-high school district, with secondary students commuting to Wilbur School District. Two teacher aides work with the JOM program, one of whom spends one day per week at Wilbur. JOM also provides music, Indian cultural studies, and financial aide to students.

Program Objectives (as stated on proposal)	Evaluation Results
1. Each eligible student (22) will be able to recite from memory one Indian legend and will have completed at least 2 Indian crafts projects.	Students demonstrated knowledge of Indian legends at Dec. and Feb. community gatherings. Each student completed several projects.
2. Students will demonstrate greater confidence in their ability to achieve and greater enthusiasm for educational activities/ project both individually and in groups.	Individual student records were not kept by aides, however in April aides did obtain sample recordkeeping forms and procedures from Omak School Dist. for use during 78/79 school year.
3. Students will demonstrate musical achievement before community members at least 4 times a year.	Three musical programs were held (December, February and May), at which students demonstrated progress in musical ability.
4. Average achievement level of eligible students will increase by 5% over previous year.	
5. There will be at least one field trip for eligible students during the school year.	Fifteen students participated in field trip to visit KXLY TV, Spokane.
6. Number of parents of Indian students attending JOM meetings will increase by 10% between Sept. & May 1978.	Average attendance for Sept. 1977 - 5 Average attendance for May, 1978 - 12

KLICKITAT-GLENWOOD

Individualized instruction for Indian students through the use of teacher aides was a major activity in the Klickitat-Glenwood JOM program. A part-time counselor emphasized career education in working with Indian students.

Program Objectives (as stated on proposal)	Evaluation Results
1. Through the use of classroom aides on a one to one basis, there will be increased growth levels (on the average) in achievement in both math and reading. (More specifically there will be at least a 10% increased learning rate as measured by Indiv. Achievement Scores.)	Test results were collected from both the Stanford Achievement and the Peabody Inventory tests. Comparisons were made of results to determine students' academic growth on an individual basis. When comparing last year's scores with this year's, it can be seen that both years the Indian students in grades 1-12 displayed academic growth. In math, the improvement was 1.0 years on the average. In reading, the improvement was 1.5 years. The increase in achievement tests scores points to continued success in the use of JOM aides as a means of individualizing classroom instruction.
2. There will be increased awareness of career potentials and vocational interests for students and parents as is experienced through the following counseling format: a) 5 or more counseling sessions (focus - self awareness) b) Completion of career exploration check list (employment, work potentials, etc.) c) Completion of career folders d) At least 2 parent conferences per year e) Completion of VIESA career survey.	The counseling program included an average of seven counseling sessions per student (up to 18 sessions in some cases) in addition to workshops which were conducted to increase communication skills and build self-awareness and self-confidence. Career folders were reviewed with all high school students (9-12) during the year. All seniors were given a final career evaluation. In addition, all high school students completed the VIESA career survey. A check-list of graduation priorities was begun for all freshman students, updated for sophomores and juniors, and completed for seniors. On the average, two conferences were held during the year with each student's parents.
3. Be able to make some definite decisions about post high school training or occupation.	A series of four workshops were held whereby each high school student went through a step-by-step decision making process about college preparation, financial aid, and career decisions.

LACONNER

Five Indian aides working in academic and manual arts areas comprise the main part of the LaConner JOM program. One home visitor/counselor was also employed in a reservation liaison capacity.

Program Objectives (as stated on proposal)	Evaluation Results
1. 93 Indian students in grades K-12 will increase their daily attendance by 1% over the 76-77 school year.	According to school records, Indian students attended school 9% more of the time in the 77-78 year as compared to the 76-77 school year.
2. 5 Native American aides will assist 21 certified K-12 teachers on a part-time basis within the classroom.	5 aides and 1 attendance officer counseled and/or tutored 90% of the Native American student population during the 77-78 school year. It was found that in cases of poor attendance and/or drop-out "potential" prevailed, the academic achievement of the student was below 3.0. As a result of these findings; attendance problem solving and drop-out intervention were identified as priority activities for a l JOM aides during the 78-79 school year.
3. 93 Native American students will increase scholastic activities by 50% over last years involvement.	Funding did not allow total action on this component of our JOM project; however we did maintain student involvement as compared to 76-77 school year.

MARYSVILLE

Over 300 Indian students from the vicinity of the Tulalip Indian Reservation are served by the Marysville JOM program. Program activities for 1978 included special reading and math instruction, health education, band instrument rental, and Indian cultural studies.

Program Objectives (as stated on proposal)	Evaluation Results
1. A. Academic skills of Indian students in the elementary school need to be improved with appropriate programs of instruction.	Metropolitan reading and math sub tests and CTBS reading and math subtests were administered to elementary Indian students Fall and Spring.
B. Indian students desiring to learn to play a musical instrument need the money to rent the instrument.	Each request for payment of instrument rental, music instruction, or instructional materials was processed and paid.
C. Indian students graduating from high school need funds to cover graduation expenses.	Each request for payment of graduation expenses was processed and paid.
2. Student attendance at the elementary and high school of Indian students needs to be improved and services provided aimed at encouraging Indian students to stay in school.	Attendance was carefully monitored and recorded with regular reports to the committee.
3. Health services need to be provided and good health habits fostered through close association of a nurse with students and their families.	Informal surveys of students indicated favorable attitudes toward health programs. Records of health services rendered were maintained and regular reports to the committee were made. Informal surveys of parents and teachers indicated support for this component.
4. Student self-concept needs to be improved through home liaison services and cultural awareness programs in the schools.	Informal surveys of students at elementary and secondary levels indicate favorable response to cultural programs. Home liaison records were maintained and regular reports to the committee were made. Informal surveys of parents and teachers indicate support for home liaison component.
5. Data needs to be gathered about the effects of various program components and how well they meet the identified needs of the Indian student.	Committee members indicated on occasion satisfaction with the quality and type of data regularly reported at meetings.

MARY WALKER

A certified Math and Language Arts specialist was employed part-time in the Mary Walker JOM program. The program also provided an activity bus and student financial aid.

Program Objectives (as stated on proposal)	Evaluation Results
1. To increase the performance level of identified students to the class average or above.	Spring test scores indicate that Indian students, grades 1-8, mean grade level achievement equalled or exceeded the achievement of non-Indian students. In grade 9 Indian students equalled or exceeded non-Indian; in grade 10 Indians exceeded gains by non-Indians in Math.
2. To encourage participation in student government.	District data indicate that all students who have needed tutoring, and received tutoring, have made progress so that they could function more effectively in their respective classrooms (PEC reports).
3. Increase participation in activities.	PEC members report that the activities bus component is successful and they want it continued in 1978-79.
4. Eliminate minor causes for non-participation.	All costs of program participation by parents were paid by the district to the 100% satisfaction of the PEC.

MOUNT ADAMS

The Mount Adams JOM program has featured a fulltime Indian counselor, Indian culture, including language and history, and a concentrated summer high school program. Teacher aides provided small group instruction on the elementary level.

Program Objectives (as stated on proposal)	Evaluation Results
1. The student will be able to answer 25 questions on Yakima Tribal government to 90% accuracy.	Eighty-three percent of students fulfilled the objective.
2. Increase attendance by 5%.	Attendance increased by 4% over 1976-77 in grades 9-12. No gain in elementary level. Female Indian counselor increased counseling sessions by 24.1%.
3. Indian students will raise their scores in reading and math, grades 1-5.	Grade equivalency in reading and math increased on the average by 3-4 months over 1976-77.
4. Project administration.	Funds administered according to budget. Rapport between PEC and school continued on a positive level.
5. Student needs. Full participation in school activities.	All known and expressed needs were met for curricular and extra-curricular activities.
6. Parent Education Committee. To establish and maintain constructive communication between the Indian community and the school district for purposes of expressing needs and concerns and achieving educational fulfillment of Indian children.	PEC committee met on a regular and need basis. District principals attended selected meetings.
7. Field Trips.	Field trips of request by the Indian Club and Indian Culture classes were made as per JOM staff requests.

MOUNT BAKER

The basic core of the JOM program is a counselor aide who also gave individual help to Indian children. The program provided for Indian speakers to give cultural presentations, and financial aid was available to Indian students in need.

Program Objectives (as stated on proposal)	Evaluation Results
1. Attendance rates of Indian students will be within 5% of non-Indians.	Data reported shows a difference of only 3%.
2. Mean GPA of Indian students will be within 5% of non-Indian students.	Data shows that the difference is 5.6%.
3. Those students needing supplies and materials will be provided with same.	Final accounting has not been completed at this date.
4. A minimum of 2 presentations made at each of the schools during the year.	Students can quote speakers but not enough speakers were brought in.

NESPELEM

For grades 1-6, the Nespelem JOM program funds an individualized skill development program employing a certificated teacher and three aides. The kindergarten program is supplemented with individualized help in basic skills.

Program Objectives (as stated on proposal)

1. The achievement level of 90% of a population of 75 students will increase 80% in the areas of reading by standardized tests administered in the Fall of 1977 and Spring of 1978. This program will provide reading and mathematic aides to work with selected students. Additional instructional time will be given for diagnosed needs.

2. 85% of the students will be ready to enter first grade through special and individualized attention by use of aides in the kindergarten classroom.

Evaluation Results

Gr.	Pre		Post		T Value	P
	Mean	SD	Mean	SD		
6	18.1	19.5	24.7	17.2	1.87	.20
5	26.4	25.6	23.4	22.4	1.15	.10
4	25.4	17.2	36.8	18.5	3.89	.01
3	32.5	25.4	38.3	27.3	1.81	.20
2	27.2	26.5	49.0	19.5	3.80	.01

Not reported.

NOOKSACK VALLEY

Indian children at Nooksack Valley School District have the assistance of a JOM counselor-tutor. In-school activities were coordinated and special help was given in math.

Program Objectives (as stated on proposal)	Evaluation Results
1. There will exist a better understanding and cooperation between people of different racial and cultural backgrounds.	To further better cultural understanding this year, we took all third graders on two field trips. The first trip was to the Nooksack Tribe spawning grounds and then to the Lummi Fish Hatchery on Skookum Creek. The second trip was to the Bellingham Museum to see the Indian cultural artifacts. It was felt the children learned a lot. Time will tell as to attitude development.
2. Knowledge and skills to make good sound decisions about educa[illegible]n by the Indian Parent Advisor[illegible]ittee members.	The parents were informed of all School Board decisions and encouraged to attend all board meetings, however, none did attend.
3. Higher academic a[illegible] for Indian students.	The counselor did encourage the children to participate more in school activities. Fifteen (15) Indian students did participate in the school athletic program and four (4) participated in the band. Key math tests were used in the fall and spring. Improvement was noted throughout the group of children served by the programs.

NORTH BEACH

Most of the eligible JOM Indian students at North Beach are secondary students from Taholah. Accordingly, three tutor-counselors are employed to give personalized assistance to students in academic and cultural/social areas.

Program Objectives (as stated on proposal) Evaluation Results

No final report submitted. Program will not be refunded during 1979.

NORTH KITSAP

The North Kitsap JOM program employed a Native American counselor and one aide who were very effective in tracking Indian students. An artist in residence program was proposed but was not mentioned in the evaluation report. An aide position was funded for assistance to students in academic areas.

Program Objectives (as stated on proposal)	Evaluation Results
1. Reduce drop out rate by 10%.	20% this year, 31% last year, reduced 11% -- exceeded goal by 1%.
2. Increase attendance by 10% of Indian students.	93.25 ADA this year, 80% last year, increase ADA by 13.25%.
3. Develop and implement effective 1-1 counseling techniques for the benefit of Indian students.	This year Director had 30 critiques with counselor, 15 critiques with academic aide, where we review professional concerns, student status and programatic areas. Six (6) staff meetings - baseline for next year.
4. Develop a more effective process for parents and students - home/ school relations.	Nine monthly newsletter went out where none were sent out before - 100% improvement.
5. Maintain maintenance level of students who are in need of academic support or need direction on assignment completion.	Work completion kept everyone on productive level. She averaged 25-35 students daily for assignment completion. Not one student flunked a class that she worked with. Teachers noticed a difference in the improvement and were supportive of her efforts.
6. Develop an effective tracking system on Indian students.	Every student is tracked to where we know how many credits they accumulated and project their class load from quarter to quarter. Attendance is monitored - you can go to Bruce and pull a student file - you will find GPA per class, attendance, counseling sessions - very smooth and efficient.
7. Increase Indian students' participation in class, extra-curricular activities and meaningful community projects.	Indian club a failure - not enough funding to generate activities. Self-image problem. Classic - no one wants to make moves to offset social norms.

8. To have Indian students develop a strong sense of self-pride and an appreciation of tribal and Indian heritage.	Students have shown self-control, still need more commitment from community to demonstrate that they care what happens to the students, passive resistance.

NORTH THURSTON

The Indian students in North Thurston School District are scattered through several different buildings. It was found that the most efficient method of providing assistance to them was through the work of traveling tutors.

Program Objectives (as stated on proposal)	Evaluation Results
1. Home liaison worker will improve communications between students, parents, teachers, school administrators and school staff to improve school attendance.	Home liaison worker contacted parents whenever needed to communicate needs of teachers and school. The component goal was met and exceeded.
2. Maintain present GPA level for all different grade levels. Cut drop-out rate by 33%.	Counselor met regularly with students and school concerning tutoring needs of students. Counseling on a one-to-one basis whenever needed. GPA level was maintained. The drop-out rate was not as improved as hoped. This part of the component was not met.
3. Raise Indian participation in school activities from present 40 during 75-76 school year to 45 during 76-77 school year.	This component was never initiated due to problems with program control and funding.
4. Establish evening arts and crafts program and song and dance group to help Indian youth to better understand their heritage and cultural contributions to the Indian community.	This component was never initiated due to priorities in academics, sports activities and the drop-out rate.
5. Parents of Indian youth will attend all scheduled JOM workshops.	Information from regional meetings was gathered and presented to the rest of parent committee. (Program goal was accomplished.) There needs to be more frequently scheduled JOM meetings to keep parents and JOM staff informed of changes and new ideals.

OAKVILLE

A half-time counselor, two teacher aides, and a cultural research project comprised the 1978 JOM program at Oakville. Provision was made to pay parental costs for needy students.

Program Objectives (as stated on proposal)	Evaluation Results
1. Tutor Aides	
A. The reading, math and social studies achievement scores for sixty students grades 4-8, will increase 10%, as measured by the Iowa Basic Skills Test.	A. Twenty-one students in grades 1-7 participated in a basic skills program taught in combination with Title I. Their reading scores improved by an average of 25%.
B. The drop-out rate will be reduced by 80% on the high school level.	There were seven drop-outs at the high school level. That is 23% of the high school Indian enrollment.
2. Parent Cost for Educational Projects	
A. Have every student participate in activities.	A. Thirty-four high school students participated in sports, twenty in clubs, and five in band.
B. Pay for students' incidental expenses connected with curricular and extra curricular activities.	B. Fifty-two pairs of shoes were purchased for students participating in sports. Drivers' Education costs for 15 students were paid for through JOM.
3. Aides	
A. Have parents visit other programs for an ongoing evaluation of our local program.	A. This objective was not met.
B. Have parents participate in community activities and educational programs.	B. This objective was not met.
4. Councelor	
A. Reduce drop-outs by 50%.	A. This objective was not met. Drop-outs increased this year.
B. Place 50% of students in vocational or career placement programs.	B. Seventeen students in grades 10-12 were counseled in career placement, but none were definitely placed in a program.
5. Culture	
A. To retain language and social customs of their ancestors.	A. Two high school students, under the supervision of the tutor, conducted four beading workshops for grades 4-6.

B. Make tapes of legends and history of the tribe--this will be native language and translation.

B. A curriculum outline and a bibliography of Indian related books and films available through the library were compiled for use in a Native American Studies class next year.

OKANOGAN

Fifty-one Indian students at Okanogan receive services under JOM in the form of tutoring, home visitation and parental costs.

Program Objectives (as stated on proposal)	Evaluation Results
1. Given an Indian Tutor (.25FTE) to assist Indian pupils, 75% of those given special help will make the same progress as the average non-Indians in each class.	An aide-home visitor was not hired this year, as no Indian personnel could be found. Those hired were under Title IV and for another program.
2. Given an Indian Home Visitor (.25FTE) to act as liaison between home and school, attendance for Indian pupils will be within 5% of the average for non-Indian pupils.	The overall attendance of Indians was better than non-Indian.
3. Participation in extra-curricular activities and class projects and activities should be equal to that of non-Indian students.	The component to assist students with school needs operated and was successful, as Indian students' participation was equal to that of the non-Indian.

OMAK

The Omak JOM program hired three instructional aides and one kindergarten aide to enhance academic performance of Indian children. A home visitor was employed, and Indian people were engaged as cultural resource speakers to promote Indian cultural awareness among students and staff.

Program Objectives (as stated on proposal)	Evaluation Results
1. At least 90% of Indian students will possess skills necessary for entering first grade as measured by the Santa Clara Pre-Reading inventory and teacher judgment.	84% met minimum criteria standards of eight student learning objectives measured. JOM students did better than the total population except in one area - language development.
2. At least 50 Indian students in grades 1-5 will make an average of .9 years growth in reading, and/or math, and/or language arts from October to May. Attendance rates of Indian students at the secondary level (7-12) will increase by 5% over the 76-77 school year.	Average achievement of 18 first grade students was 1.9 in reading and 2.07 in math by the end of the year. 29 second and third grade students gained an average of .7 in reading an average of 1.0 in math. Average attendance rate for grades 9-12 for 1976-77 was 88%, compared to 1977-78 which was 85%.
3. At least 75 hours of time will be given by resource people to explain Indian culture.	49 hours of cultural awareness presentations were made K-12. Five staff members participated in a total of 145 hours of in-service. Workshops offered: Instructional Theory into Practice, Cultural Heritage, Language Arts, Readiness Skills. (All personnel attended the first three. One attended the readiness skills.)
4. Parent participation in JOM activities will be increased by 10%.	There has not been an increase in parent participation, but parents who have not been active before are beginning to participate.

PORT ANGELES

Two Indian counselors and three instructional aides form the JOM staff at Port Angeles. Financial aide to students was available and training workshops were attended by staff and committee members.

Program Objectives (as stated on proposal) Evaluation Results

No final report submitted. Program will not be refunded for 1979.

PUYALLUP

The Puyallup JOM program has a two-fold emphasis: tutoring for slow students by a certificated tutor, and Indian studies, under the direction of an Indian cultural resource consultant.

Program Objectives (as stated on proposal)	Evaluation Results
1. At least 25 Indian children currently at or below grade level will show improvement of one grade level in the area tutored, as reported by the classroom teacher.	The first objective was met and exceeded. 27 Indian children were tutored during 1977-78 in grades 1-9. Of the 27 students, 26 met or exceeded the one grade level improvement objectives. The California Test of Basic Skills, Form S and the Classroom Reading Inventory by Silvaroli were used for pre and post tests as well as teacher input and quarterly report card grades. Teachers and parents reported improvement in self-concept and class participation as well as academic skill growth. Student, teacher and parent evaluations and progress records of the students and tutor evaluations are on file at Puyallup Schools Indian Ed. office.
2. 65% of eligible Indian children K-12 will participate in one or more Indian workshops, field trips, cultural experiences, pow-wows, potlatches, or other Indian celebrations.	Our records show that this objective was obtained since 110 different student K-12 or 65.9% were involved in one or more cultural activities including participation in cultural crafts classes, Indian dancing classes, special cultural events, pow-wows, Black Eagle performance, Recognition Day, Salmon Bake, district cultural workshop, out of district arts and crafts fair and other cultural events. Many of these students participated in 7 or more culture and craft sessions as well as attending several special events. In craft classes students have completed button blankets, beaded headbands, medallions, wristbands, rozettes, baskets, placques, pictures, earrings, and wing dresses for dancing.

3. -50% of the Parent Committee will plan and support JOM activities.
-80% of the Committee will participate in one or more neighborhood school activity during the school year.
-80% of all JOM Indian parents will have home visits or conferences with tutor and/or consultant.
-50% of JOM Indian parents will become aware of community health resources.

Four members of our original Parent Committee and officers moved to other parts of the country. New people were added to the Committee.

a. Committee members were involved at every step in planning and implementing and supporting of all activities. The officers and committee members were tremendously cooperative, helpful and supportive all year long.

b. 90% of Indian parents from the Parent Committee regularly attend school ball games, concerts, teas, orientation, Title IV advisory group, PTA meetings and School Board meetings. This objective was exceeded.

c. Home visits. The tutor had two or more phone conferences and face to face conferences with each students' parents during the school year, for a total of 54 conferences. The resource consultant made 202 home visits on a variety of concerns. This objective was exceeded.

d. Health. This objective was met and exceeded since 98 booklets were made and distributed. These booklets listed all "Community Health Resources" of the area. In addition 16 referrals or actual provisions made for food, clothing dental, glasses and school necessities. The program does not fund for these needs, but individuals, local groups and agencies provide assistance.

4. 50% of the eligible 11th and 12th graders will be involved in one or more field trips to job sites, state agencies, and vocational or educational institutions of higher learning.

This objective was exceeded. Four jobs were secured for Indian students during the Western Washington Fair time in Puyallup. Job applications were given to Indian students in grade 11 and 12 for community and office work for the summer of 1978. Six 11th and 12th graders visited Tacoma Community College, Clover Park Voc-Tech. School, Federal Way Career Workshop and the Minority Students' Conference.

QUILLAYUTE VALLEY

A special community-centered kindergarten program at the Quileute Tribal Center, at LaPush, is jointly sponsored by the school district and the JOM program. The balance of the JOM program involves a tutoring program at Forks.

Program Objectives (as stated on proposal)	Evaluation Results
1. The average achievement level in reading and math of 40 Indian students in grades 1-6 will increase by 10% as measured by their pre and post tests in the program.	This objective was reached. The average percentile achievement increase of all Indian students was 11 percentile points which surpassed the stated objective by one percentile point.
2. 5 of the 7 kindergarten students attending for 75% of the time will score above the 70 percentile on a Standard Readiness Test.	All of the seven students attended at least 70% of the time, however, only two scored above the 70th percentile not five as was established as a goal. This objective was not fully met.
3. At least 4 members will become more involved with JOM activities and become active committee members.	The committee and the school district were involved in three meetings for a time period of 12 hours where the JOM program for the 1978-79 school year was developed and submitted to the State Department for approval. This objective was met.
4. To see that the program is administered in a prudent manner.	All budgetary reports, records, agendas and minutes of the meetings have been made available to JOM committee members and the community. The objective was met.

QUINAULT LAKE

A tutor counselor was effective in working with Quinault Lake students through the JOM program. Because of the distance from Queets, an activity bus was provided to encourage after school student activities. Parental cost assistance was available to those with special needs.

Program Objectives (as stated on proposal)

1. At least 50% of the Indian high school students will participate successfully in intramural sports Indian students will participate in the overall school program. Indian students will continue to show a high enrollment in driver education and other cost related activities.

Evaluation Results

The JOM students have shown a marked improvement in study habits, grades and attendance. Teachers report that attitudes and class behavior have improved.

The tutor-counselor worked with a number of students talking about extra credit work (5 completed extra credit projects). Another activity was to follow the students progress on large projects helping students remember the upcoming deadlines. Coordination activities included teacher conferences, classroom visits, home visits, meetings with principals and superintendent.

Indian student involvment in activities at school has improved this year over last year as follows:

	76-77	77-78
Classroom Aides	--	22%
Office Aides	6%	17%
Honor Roll	22%	39%
C Average or above	41%	67%
Seniors interested in higher ed.	86%	--
Seniors interested in Voc. Ed.	--	100%
Participating in Title I and Resource Program	31%	11%
Students in Intramural Sports	--	83%
Boys in Intramural Sports	68%	56%
Girls in Intramural Sports	62%	90%
Driver's Ed.	22%	17%
Yearkbook	--	5.5%

2. Indian students will show greater self-confidence in their approach to school.
   At least 50% of the Indian students

Extra curricular participation by Indian students has increased. The JOM Statistic Summary contrasting 1976-77

	will achieve at a "C" level or above. The droupout level among Indian students will be kept to a minimum as counseling will encourage our students in school.	girls have been very active in intramural and interscholastic activities. The girls basketball team went to State for the first time in history. There were several Indian girls on that team. We did have representation on the school yearbook this year. However, we still need to encourage Indian youth to participate in band and chorus. Attitudes of the youngsters are improving each year according to the teachers. Their comments are positive in this regard.
3.	Indian parents will be involved in the total school programs.	Community support for the schools seem high this year. We have had excellent participation at our meetings in Queets, and people there have supported the JOM program very well.

SEQUIM

Concentrated instruction in a study skills program for grades 7-12 is provided through JOM funds at Sequim. An instructional aide gives help in math and reading for the lower grade students. An Indian cultural activities component rounds out the program.

Program Objectives (as stated on proposal)	Evaluation Results
1. 90% of secondary JOM students will pass their required academic courses with a grade of C or above by the end of each semester during the 1977-78 school year.	This objective was partially met. 60% of secondary JOM students completed their academic courses with a grade of C or better during the 1977-78 school year.
By the end of the 1977-78 school year, 75% of target JOM students in grades 1-6 will demonstrate one grade level gain in total math and reading scores, while the other 25% will show a gain of at least one-half grade level. The CTBS will be used for pre-post testing.	This objective was partially met. 27% of JOM students in grades 1-6 made at least 1 year gain in total reading. 36% demonstrated between ½ and 1 year gain. In total math skills, 36% demonstrated at least 1 year gain, while 14% additional students made between ½ and 1 year gain.
2. The JOM Indian Parent Committee will hold monthly meetings during the 1977-78 school year. All Indian parents will have at least two individual contacts with school staff during the year.	The JOM Parent Committee held eight meetings during 1977-78.
3. Cultural and recreational experiences for Indian students will include at least one of the following: crafts, field trips, and Indian resource speakers.	Cultural experiences for JOM students during 1977-78 included: a. Field trips to the Day Break Indian Art Center; Port Angeles Coast Guard Station; Victoria Provincial Museum, Pennisula College Makah Dancing Program, and U.S. All Indian High School Day. b. Clover Park Vocational School. c. Specially arranged crafts programs and legend telling sessions.
4. Through program coordination by the project director, the effectiveness of the JOM program in Sequim will improve over previous years.	The project director maintained a written notebook of all Indian Education activities for 1977-78.

SHELTON

An Indian counselor/program coordination works with all eligible Indian students at Shelton. Other aspects of the JOM program include teacher aides and counselors in the elementary schools.

Program Objectives (as stated on proposal)	Evaluation Results
1. The absenteeism rate for Indian students in grades 9-12 during 1977-78 will decrease by 10% days absent as compared to base year 1971-72.	In grades 9-12 the absenteeism rate for Indian students did decrease by 10% days absent as compared to base year 1971-72. There continues to be a small number of students that is absent consistently, thereby raising the percent of absenteeism proportionately for all students in this grade bracket. The high school attendance recording procedure for attendance changed 3 times during the year making it hard to accurately record absenteeism.
As part of a drop-out prevention program, individual counseling contact will be 100% per Indian student as compared to 1974-75 informal counseling sessions.	Individual counseling contact between the JOM counselor/home liaison coord. was 100% per Indian student in the areas of class scheduling, course content, attendance, higher education, extra-curricular activities, home situations, drugs, drinking and career education. All JOM students received an orientation to the JOM program. JOM students in grades 8-12 were counseled on the tri-mester Goals Orientated Program that grades 9-12 will participate in during the 1978-79 year. There were fewer drop-outs than school year 1976-77 and no transfers between Shelton and Chemewa Indian School.
Provide necessary instructional supplies which are considered necessary to the increased participation of Indian students in all school programs.	A limited amount of instructional supplies were furnished to eligible JOM students in grades K-12 which were deemed necessary for their participation in school programs. JOM staff made referrals to the JOM counselor/home liaison coord. and the student and family were contacted and purchase requests filed.

2. Indian students identified as needing tutorial assistance, given immediate help on school subjects will maintain their work at grade level.	Indian students in grades 7-8 identified as needing tutorial assistance were worked with in the subject areas of Geography, History, Math and English. The JOM staff worked with an averaged of 11 students per day in the various subject areas. One JOM seventh grader did not maintain work at grade level and will be retained for 1978-79 school year. JOM students gained direct math practice by taking over the SMS Student Supply Store. The experience was a success and will be expanded to include more responsibility, leadership skills and career orientation for the 1978-79 year.
3. In grades 5-8, counseling contact with Indian students will be a minimum of 1 session per quarter in the areas of school, extra-curricular, community or career opportunities.	JOM students were counseled 1 session per quarter a minimum of 15 minutes for the purpose of discussing school extra-curricular, community or career opportunities. The session was also a time to explain the JOM program and the tutoring service provided. One school does not have teacher/aide counselor for students in grades 5 and 6, so the sessions for these students were done informally by the JOM teacher aide.
4. Indian students identified as needing tutorial assistance, given immediate help on school subjects will maintain their work at grade level.	Indian students in grades K-6 identified as needing tutorial assistance were worked with, supervision was given from the classroom teacher. Most students assisted were able to maintain their work at grade level. Two kindergarten and one second grade JOM student was not able to maintain work at grade level and was retained for the 1978-79 school year. When a student's attendance was poor, the teacher aide assisted the student in "catch-up work".
5. a. The Indian Parent Committee will sponsor a major meeting per quarter for the IPC: Region II Consortium; JOM students or the Shelton School District No. 309 staff.	The IPC sponsored a major meeting per quarter for the IPC; Region II Consortium; JOM students of the Shelton District staff.
b. A minimum of 2 members of the Indian Parent Committee will attend a major Indian Ed. meeting per quarter sponsored by the State JOM Program; other tribes or Indian Ed. programs.	A minimum of 2 members of the IPC attended a major Indian Ed. meeting per quarter.

c. A minimum of 2 parents per quarter will observe JOM staff or students in a school situation.	Observations by IPC members were done informally, rarely with an appointment set up. An average of 9 recorded observations were made per quarter of JOM staff and/or students during a school and/or extra-curricular activity. The JOM staff member made contact with the parent and explained the JOM program.
d. A minimum of two secondary Indian students will attend one IPC meeting per quarter.	A minimum of 1 secondary Indian student attended one IPC meeting per quarter. Secondary students attended Indian Ed. meetings at the tribal and regional levels.
e. The number of community members who participate in IPC meetings will increase by 10% over the number involved in 1974-75.	The number of community members (parents of Indian students) maintained an average of 15 at IPC meetings.
f. A member of the IPC will attend 1 regular school board meeting per month.	One member of the IPC attended 1 regular school board meeting during the year.

TAHOLAH

At Taholah a media specialist provides structured reading and audio visual experiences for all children on a scheduled basis. The instructional aide funds were shifted from K-8 to the pre-primary program to meet children's needs.

Program Objectives (as stated on proposal)	Evaluation Results
1. a. One qualified medial specialist will be employed for Taholah School.	One medial specialist was employed as projected.
b. Each class will utilize the media center at least 20 times during the year for class assignments.	The mean use of the Media Center by class was 38 times. Range was high of 120 times by grade 8, low of 2 times by the preschool. 8 classes exceeded 25 times; 1 class used the Center less than 25 times. Independent use of the Media Center by students is increasing which tends to reduce figures on group use.
c. Media Center materials will be increased by 5% over May, 1977.	Media Center inventory shows an increase of 12%.
2. Increase by 5% in relation to national norms the academic performance of students in grades 1-9 as measured by Standardized Normative Tests.	Two preschool teacher assistants were employed to develop and operate a preschool program for three and four year olds. A total of 34 children received educational experiences and learning. Normative data for pre and post test results has not been received as of this date. This information will be sent to the JOM office for attachment to this report no later than July 30, 1978.
3. Attendance at educational meetings away from home by parent committee members and other community members will be at least 36 during 1977-78.	Attendance at educational meetings by Parent Committee members and community members, away from home, totaled 42.
4. During FY78 at least 5 teacher assistants will either obtain the GED or complete at least 2 hours of college credit in subjects related to their work in the school.	Eight teacher assistants received six or more quarter hours of college credits related to their work at Taholah School. The average was 8.5 credit hours and the range was from 0-22.
5. Taholah School JOM project will function as approved.	A project director was employed as projected.

TOPPENISH

It was decided to concentrate the toal JOM effort at Toppenish on a resource room at the junior high level. One certificated teacher and two aides provided individualized instruction in academic and Indian cultural subjects.

Program Objectives (as stated on proposal)	Evaluation Results
1. Student will grow 1 year academically.	S.R.A. Test (Objective reached).
2. Participation in activities.	Observation- (record of activities) Indian students participated in all extra-curriculum activities.
3. Presented program in elementary and Y.E.S. program.	Observation- (Objective reached).
4. Attend faculty meeting with parents.	Observation- 50% objective reached.

WAPATO

Tutoring, crafts classes, field trips, a counselor and two home visitors were included in the Wapato JOM program. Special services included musical instrument rental, and summer high school make-up classes.

Program Objectives (as stated on proposal)	Evaluation Results
1. Indian student attendance will be within 3% of the district attendance for non-Indian students during the 1977-78 school year.	One home visitor made 1,025 home visits and referrals. Objective met.
2. 30 students needing additional assistance to receive credit for high school classes will participate in the tutoring program and complete at least 2 credits.	Number of students tutored first semester: 35 Number of students earning credit first semester: 19 Number of students tutored second semester: 37 Number of students earning credit second semester: 18
3. 1 junior high and 1 senior high counselor will work with Indian students to promote higher attendance and academic achievement and lower drop-out rates. With an overall goal of higher numbers of Indian students completing their education.	Percent of Attend. 76-77 77-78 Grades 1-6 90.2% 7-9 83.3% 91.5% 10-12 84.3% 81.2% Drop-outs Jr. High 11.6% 10.6% Sr. High 24.5% 22.7%
4. Encouragement for student achievement will be given through semester achievement awards and the Senior Award Banquet sponsored by parents.	66 students received Sr. High Incentive Awards for achievement. Recipients of the Robert Jim Leadership Award were Luana Lumley and Daren Abellas. Outstanding Achievement Awards went to Charles Olney and Anna Wheeler. The Indian Club Leadership Award was awarded to Greg Lambull. State JOM Awards from Emmett Oliver were awarded to 11 students.
5. Junior High students will have the opportunity to take Yakima Language and culture as an elective during the 1977-78 school year.	This elective class was to be offered contingent upon approval of the course curriculum. Unfortunately, the curriculum was never made available and hence the course was not offered. The Administrative Assistant for Curriculum and Instruction has again requested a copy of the course curriculum for consideration in the 1978-79 school year.

6.	The PEC will actively participate in planning, implementation and evaluation of the JOM and Title IV-A program. The federal liaison officer will assist in program operations by acting as a liaison and resource person for PEC and district personnel.	Minutes are on file for 9 PEC meetings held during the 1977-78 school year. Fiscal and program records are current and accurate for the 77-78 program year. Final claims will not be processed until the end of summer activities.

WELLPINIT

Through the JOM program, a trained speech therapist aide works with Indian children as needed. Two additional classroom aides and a certificated art teacher complete the program.

Program Objectives (as stated on proposal)	Evaluation Results
1. One hundred percent (100% of our Indian children will be screened for speech and reading difficulties and referred to our Speech-Therapist.	All JOM students were screened. The speech therapist and aide produced individual programs for all children having difficulties. (Pre-post tests were administered but at present the scoring service has not returned our test results.)
2. Re-establish a regular JOM PEC. The committee will hold regular monthly meetings.	Minutes, starting with the September organizational meeting, document that the PEC was elected, held monthly meetings, and was involved in the evaluation design, and approval of the JOM program.
3. Cultural and career education experiences will include:	Principals' records indicate that this objective was only partially attained.
Four career ed. assemblies.	One career-ed. assembly was held.
Regular arts & crafts experiences.	All students did have arts and crafts experiences, and attended the September Wellpinit Pow Wow;
A field trip to the Spokane Indian Center.	No trips were taken to the Spokane Indian Center.
4. Through coordination of our Federal Programs Director the effectiveness of our JOM program will improve over previous year.	All records, minutes and planning activities are documented in JOM records. All that is lacking for final reports is test results.

YELM

The Yelm JOM program concentrates on tutoring Indian students, utilizing three tutor-aides. Parental cost expenses are met as needed.

Program Objectives (as stated on proposal)	Evaluation Results
1. As a result of the JOM tutoring program, all Indian students tested will score 9 months over Fall scores.	The average growth for Indian students both pre and post tested was 10 months.
2. As a result of the encouragement given to students by the JOM staff 75% of the enrolled Indian students will participate in some type of extra-curricular activity.	All of our students participated in some activity.
3. The JOM committee will seek approval of a revised constitution and develop a dissemation procedure for meeting minutes.	This goal was met.

OTHER SPECIAL PROGRAMS FOR INDIAN STUDENTS

The main focus of this annual report is the Johnson-O'Malley Indian Education program. However, less than half of the Indian students in public schools in Washington are elegible for JOM assistance. In addition, the JOM program may not meet all the needs of those Indian students in the JOM programs.

It is relevant, therefore, to point out that the State Superintendent administers other federal and state programs which provide direct and indirect benefits to Indian students in the public schools.

Following is a brief description of other special programs which serve Indian students. The financial exhibit on page shows the financial impact of some of these programs.

Title I, ESEA

If Indian students have unmet educational needs, they are eligible for assistance under Title I on the same basis as other students. Title I entitlements for JOM districts totaled $2,274,519 during fiscal year 1978.

URRD

The Urban, Rural, Racial Disadvantaged program is funded by the Washington State Legislature and administered by the Grants Management Section of the Superintendent of Public Instruction.

The following school districts were funded under URRD for Indian projects in fiscal year 1978:

District	Project	Grant Amount
Bremerton	Project B.A.S.I.C.	$ 26,880
Cape Flattery	Neah Bay Ind. Opportunity Program	37,800
Central Kitsap	Increasing Academic Achievement	17,500
Ferndale	Lummi Education Program	70,000
Grand Coulee Dam	Counseling Home Liaison & Tutoring	28,350
Highline	Indian Student Tutoring Program	37,000
Inchelium	Indian Pre-School Dev. Program	26,500
Marysville	Project "T"	28,245
Nespelem	Bldg. Personal & Individual Growth	45,000
North Kitsap	Improving Indian Education	55,125
Seattle	American Indian Heritage	72,450
South Kitsap	Project for Indian Education	27,000
Spokane	Project S.N.A.P.	75,000
Tacoma	Project R.I.T.E.S.	75,600
Taholah	Indian Education PLUS	46,500
		$708,450

Title IV, Part A

Title IV of P.L. 92-318 was funded for the first time in fiscal year 1974. Part A of this Act has the same general objectives as those of the JOM program. However, the eligibility requirements are quite different, with the result that many Indian students in urban and other non-reservation areas received assistance.

The following general information is presented: The funding and supervision of the Title IV project is entirely the responsibility of the U.S. Office of Education in Washington, D.C. For this reason, the Superintendent of Public Instruction is not responsible for or capable of reporting any details on this program.

During fiscal year 1978, seventy-one school districts in Washington received grants under Part A of Title IV, totaling $2,095,422.35. Twenty-eight of the 71 were JOM districts.

The precise grant amounts received by the districts are indicated below:

APPROVED GRANTS UNDER
P.L. 92-318, TITLE IV, PART A
State of Washington
Fiscal Year 1978

District	Grant Amount
Aberdeen	$ 37,996.16
Auburn	37,516.72
Bellingham	29,366.12
Bremerton	24,451.79
Cape Flattery	32,722.25
Castle Rock	36,677.68
Central Kitsap	12,345.75
Central Valley	9,349.21
Cheney	2,750.81
Clarkston	12,465.61
Clover Park	26,369.58
Curlew	2,277.37
Cusick	6,352.67
ESD 111	72,636.20
Edmonds	42,431.05
Elma	15,701.88
Everett	55,376.11
Federal Way	27,927.78
Ferndale	55,256.25
Goldendale	7,791.01
Grand Coulee Dam	27,568.19
Granger	14,143.68
Highline	73,353.37
Hoquiam	14,383,40

Inchelium	19,417.59
Issaquah	10,787.55
Kalama	7,191.70
Kelso	27,208.61
Kent	35,359.20
Kettle Falls	5,513.63
Klickitat	3,835.57
LaConner	11,746.44
Lake Washington	11,986.17
Longview	27,927.78
Lyle	3,236.26
Marysville	35,239.34
Montesano	17,379.95
Mount Adams	60,290.44
Mount Baker	5,273.91
Nespelem	19,417.59
Nooksack Valley	9,588.93
North Kitsap	18,099.12
North Thurston	18,338.84
Northshore	6,592.39
Oakville	9,588.93
Ocean Beach	20,855.94
Okanogan	4,674.60
Olympia	17,619.67
Omak	36,198.24
Port Angeles	30,804.46
Pullman	4,914.33
Puyallup	26,489.44
Quincene	2,756.81
Quillayute Valley	17,859.39
Renton	36,437,96
Republic	10,547.83
Seattle	194,535.58
Sequim	18,338.84
Shelton	31,164.04
South Bend	9,828.66
South Kitsap	58,252.79
Spokane	104,039.97
Tacoma	126,573.98
Taholah	22,054.55
Toppenish	43,509.80
Vancouver	13,903.96
Wapato	81,386.11
Wellpinit	29,485.98
Wishkah Valley	1,438.34
Yakima	101,882,46
Yelm	8,630.04
	$2,095,422.35

UNMET NEEDS

1. Inservice Training for Teachers

The availability of the Indian curriculum guide has stimulated widespread interest among classroom teachers in the development of units on Indian culture and history. Local education agencies are developing materials which need to be reproduced in quantity and disseminated.

In order to encourage and render technical assistance to those involved in the process of cultural curriculum development and to effectively disseminate the products of such studies, a full-time resource person is needed at the state level. This is the fifth year this need remains unmet.

A qualified Indian person could conduct inservice workshops for public school teachers on a continuing basis. A line item in the Indian Education budget could provide for this. The funds are available, however, the Office of Fiscal Management's restrictions prevent meeting this need.

2. Indian Teachers

In Washington, the ratio of non-Indian teachers to non-Indian students is approximately 23 pupils to one teacher. The ratio of Indian pupils to Indian teachers is 139 to one. The racial imbalance that exists between Indian students and teachers in the public schools has contributed to the critical problems experienced by the Indian students. We believe there is a need for teacher training institutions to develop teacher preparation programs which will utilize the resource of potential Indian teachers that exist in para-professional ranks. There are at least 150 Indian para-professionals in the Johnson-O'Malley programs alone. While we do not have access to the statistics, there is evidence that a similar number could exist in the Title IV-A Indian programs in the public schools. Public Law 92-318, with a priority to fund Indian groups, has failed to recognize this need.

On-site inservice training programs with college credit for teacher aides are now being utilized on a pilot basis. There is justification for their expansion. Part of the responsibility to meet this need lies with the Office of Indian Education in Washington, D.C.

3. Project Officers and Field Consultants

Numerous projects continually arise during the year which call for immediate and full-time attention in the field. Such projects could justify interns or special officers. In addition to their work in special projects, such persons are needed to provide on-going assistance to local parent committees, small school districts and regional

JOM committee consortia in fulfilling their roles in the JOM programs. They would also serve as consultants, helping local parent education committees improve their effectiveness. This is the fourth year this need has been expressed.

4. Increase Skills Proficiency

One of the major goals of the JOM program is to increase proficiency in reading and mathematics skills. Judging from present measurement standards, the gap of comparison between Indian and non-Indian children remains much too wide. Since this trend continues, there is a serious need to appraise categorical programs as a means to meet special needs.

Initial contacts have been made to widen the scope of determining academic progress of Indian children. However, a need still exists to coordinate all available sources of measuring in order to enhance a more thorough evaluative system.

5. Dropout Prevention

16.5% of the Indian high school students who entered JOM schools in the fall of 1977 did not complete the year (see Objectives, page 11, and charts on pages 30 and 31).

Of the 236 JOM high school students who withdrew, 26 were withdrawn by parents (see chart on page 30). Thus, over 11% of the so-called Indian dropouts from high school were withdrawn by parents.

We believe that a careful and thorough investigation of this situation should be undertaken. Since the state agency has not utilized its resources to perform this investigation, there is a need for recognition of this need in agency priorities.

6. Indians on School Boards

The JOM program is essentially a reservation-oriented program with a concentration of Indian people living in a community. Yet, there is imbalance of representation on school boards located in these Indian communities. Of the 36 JOM school districts, only 25% (9) have Indian representation on school boards. Of the 186 school board members in 36 JOM districts, only 13% (25) are Indian. It could be assumed that steps should be taken at the local level to see that more Indian school board members are sought, particularly, where there are significant numbers of Indian students even though they may be in a minority.

7. Inadequate Funding Procedure

Lateness in the annual reallocation of Johnson-O'Malley funds to states works a hardship on local JOM programs. The Department of the Interior's annual appropriations schedule does not provide for

clear and definite allocations to the states in time to make it possible to notify local school districts promptly of their funding level. Applications are approved in August. Our state contract with the Bureau of Indian Affairs may not be finalized until as late as November. Local programs are asked to cover JOM program expenditures with local funds until a contract may be made with the BIA. This makes it difficult for a school district to operate a program smoothly for the year. This is a perennial problem and should be called to the attention of the central office.

REVISED JOHNSON-O'MALLEY DIRECTORY

Program Name	County	Superintendent	Program Administrator	Phone Number	JOM Chairperson	Phone Number	Tribe(s) Served
Bellingham #501 Box 878 Bellingham 98225	Whatcom	James G. Roberts	Blair Ford	676-6400	Violet Hillaire 1801 "J" Street Bellingham 98225	734-8180 734-2114	Lummi
Brewster #111 Box 97 Brewster 98812	Okanogan	Clyde J. Brown	Same	*689-2414	Mrs. Pete (Pat) Waggoner Box 324 Brewster 98812	*689-2451	Colville
Chehalis Head Start P.O. Box 99 Oakville 98568	Grays Harbor		Virginia Brian	273-5911	Mel Youckton Oakville 98568	273-5911	Chehalis
Columbia #206 P.O. Box 7 Hunters 99137	Stevens	Donald Ashinger	Same	*722-3311	Kathryn Kieffen Fruitland 99129	*722-3122	Spokane
Cusick #59 Cusick 99119	Pend Orielle	Ray Korb	Same	*445-1125	Eula Jean Bluff Usk 99180	*445-1147	Kalispel
Fife #417 5602 - 20th Street East Tacoma 98424	Pierce	W. Carl Stegman	Peggy O'Connor	922-6697	Richard George 2204 - 70th Ave. East Puyallup 98371		Puyallup
Glenwood #401 Box 12 Glenwood 98619	Klickitat	Robert Kirkpatrick	Same	*364-3438	Gary Varner Glenwood 98619	*364-2731	Yakima
Goldendale #404 Goldendale 98620	Klickitat	H.W. Callan	Mary Shull	*773-5177	Eva Shippentower Box 11, Georgeville Drive Goldendale 98620	*773-4172	Yakima
Grand Coulee Dam #301J Box 117 Electric City 99123	Grant	Alfred Knutson	Roy Williams	*633-2143	Rosella Covington Box 376 Coulee Dam 99116	*634-4919	Colville

REVISED JOHNSON-O'MALLEY DIRECTORY

Program Name	County	Superintendent	Program Administrator	Phone Number	JOM Chairperson	Phone Number	Tribe(s) Served
Granger #204 Box 400 Granger 98932	Yakima	Noah Palmer	Mike Altman	*854-1515	Evans Dick Rt. 2, Box 2512 Toppenish 98948	*854-1012	Yakima
Hood Canal #404 Star Rt. 1, Box 149B Shelton 98584	Mason	Bob Dehning	Same	877-5463	John Hawk Rural Rt. 5, Box 443 Shelton 98584	877-9212	Skokomish
Inchelium Drawer E Inchelium 99138	Ferry	Edward Dodson	Same	*722-4141	Nancy Michel Box 195 Inchelium 99138	*722-4961	Colville
Keller #3 Keller 99140	Ferry	Darlene Morava	Joyce Nee	*634-4325 634-4513	Quintin Carlson Box 202 Keller 99140		Colville
Klickitat #402 Box 37 Klickitat 98628	Klickitat	Robert Kirkpatrick	Bruce Worsley	*369-4145	Bruce Koyiyumptewa Ranger Station Glenwood 98619	*364-3322	Yakima
LaConner #311 Box D LaConner 98257	Skagit	Paul Avery	Landy James	466-3171 466-3173	Diane Vendiola 1130 E. March Pt. Rd. Anacortes 98221		Swinomish
Marysville 4220 - 80th Street NE Marysville 98270	Snohomish	Ray Harding	Fred McCarthy	659-6261 Ext. 210	Donald Hatch, Jr. 7329 Walter Moses, Jr. Dr. Marysville 98270		Tulalip
Mount Adams #209 P.O. Box 291 White Swan 98952	Yakima	Donald Berger	James Traver	*874-2611	Joe M. Sampson Box 163 White Swan 98952	*865-2255	Yakima
Mount Baker #507 Deming 98244	Whatcom	William Boulton	Eugene Thramer	592-3311	Larry Roberts 2915 Martin Bellingham 98225		Nooksack
Nespelem #14 Box 291 Nespelem 99155	Okanogan	Ben Johnson	Same	*634-4541	Albert Andrews Box 428 Nespelem 99155	*634-4274	Colville

REVISED JOHNSON-O'MALLEY DIRECTORY

Program Name	County	Superintendent	Program Administrator	Phone Number	JOM Chairperson	Phone Number	Tribe(s) Served
Nooksack Valley #506 Nooksack 98276	Whatcom	Leo Groves	Douglas Rogers	988-4754	Carol Cline 6814 Mission Road Everson 98247	966-2909	Nooksack
North Beach #64 P.O. Box 344 Copalis Beach 98535	Grays Harbor	Russell Neff	Mildred Picket	289-2447	George Youckton Taholah 98587	276-4703	Quinault
North Kitsap #400 P.O. Box 344 Poulsbo 98370	Kitsap	Robert Alford	Mac Oreiro	779-3971	Lois Jones 5692 Boston Lane NE Kingston 98346		Suquamish Klallam
North Thurston #3 6202 Pacific Avenue Lacey 98503	Thurston	John W. Gott	Kirby Cleveland	491-4300	Arlene Kautz 6727 Third Way SE Lacey 98503	491-0169 866-6695	Nisqually
Oakville #400 Box H Oakville 98568	Grays Harbor	Jack H. Wamsley	Same	273-5011	Percy Youckton P.O. Box 89 Oakville 9856[illegible]	273-9914	Chehalis
Okanogan #105 Okanogan 98840	Okanogan	William Laws	Same	*422-3629	Theresa Sam Box 1379 Omak 98841		Colville
Omak #19 Box 833 Omak 98841	Okanogan	John Turner	Betty McKee	*826-0320 826-2330	Elaine Moomaw Rt. 2, Box 65A Omak 98841	*826-1985	Colville
Port Angeles #21 216 East Fourth Port Angeles 98362	Clallam	William Serrette	Harriet Wehrli	457-8575 457-9111 457-3376	Lorraine Doebbler 117½ East 1st Port Angeles 98362	457-6092	Lower Elwha Klallam
Puyallup #3 109 East Pioneer Puyallup 98371	Pierce	Ray Tobiason	Nancy Polish	845-3501 845-0538	Harry Beaver 2903 Forest View Ct. Puyallup 98371		Puyallup
Quillayute Valley #402 Box 60 Forks 98331	Clallam	Ronald Whittaker	Loren Miller	374-6262 374-6116	Lillian Pullen Box 62 LaPush 98350		Quileute Lower Hoh

REVISED JOHNSON-O'MALLEY DIRECTORY

Program Name	County	Superintendent	Program Administrator	Phone Number	JOM Chairperson	Phone Number	Tribe(s) Served
Quinault #97 Box 38 Amanda Park 98526	Grays Harbor	Louis Powers	Same	288-2414	Elmer McBride Rt. 1, Box 1203 Forks 98331	962-2635	Quinault
Region IV Consortium of JOM Committees P.O. Box 341 Toppenish 98948	Yakima		Jeanne Thomas	*865-5441	Elmer Schuster Consortium Address	*865-5441	Yakima
Region V Consortium of JOM Committees P.O. Box 3 Nespelem 99155	Okanogan		Tom Crawford	*634-4957	Ellen Moses Box 303 Nespelem 99155	*634-4957	Colville
Sequim #323 Rt. 7, Box 423 Sequim 98382	Clallam	Robert Schmitt	Rita Thatcher	683-5551	Edith M. Cusack P.O. Box 1201 Sequim 98382	683-6718	Jamestown Band of Klallam
Shelton #309 Eighth and Pine Shelton 98584	Mason	Louis Grinnell	Bruce Jaros	426-1687	Anne Pavel Rural Rt. 5, Box 470 Shelton 98584	877-5743	Skokomish
Taholah #77 P.O. Box 1058 Taholah 98587	Grays Harbor	Michael Ward	Marlene Ward	276-4780	George Youckton Taholah 98587	276-4703	Quinault
Toppenish #202 106 Franklin Avenue Toppenish 98948	Yakima	Gerald Hosman	Walt Polley	*865-4455	Ruth Olney 506 Linden Street Toppenish 98948	*865-5475	Yakima
Wapato #207 Box 38 Wapato 98951	Yakima	William Hoppes	Phyllis Johnson	*877-4181	Mel Rigdon Rt. 1, Box 1720 Toppenish 98951	*575-4165	Yakima
Wellpinit #49 Box 69 Wellpinit 99040	Stevens	Jess Cruzen	Same	*258-4480	Florence Wynn P.O. Box 176 Wellpinit 99040		Spokane
Yelm #2 Box 476 Yelm 98597	Thurston	Glen Nutter	Gerald Schmidtke	458-7777	Nancy Shippentower P.O. Box 442 Yelm 98597	458-5393	Nisqually